David Clarke
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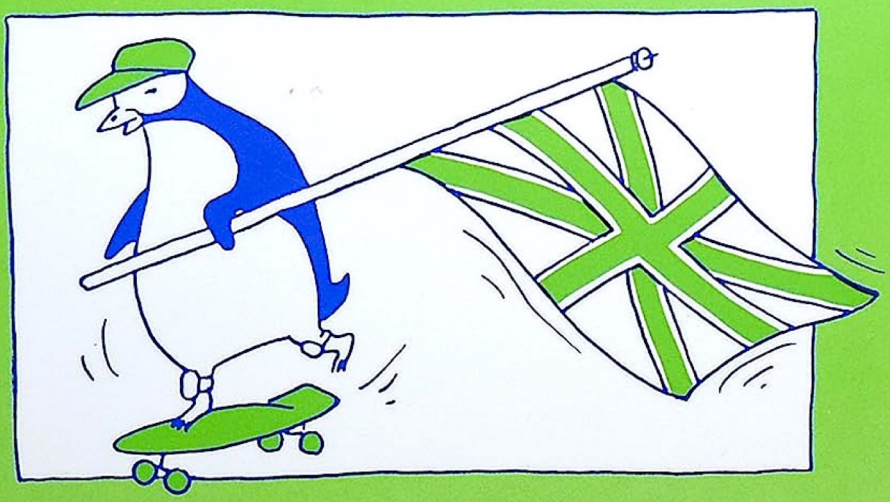

Die Fundgrube für den Englisch-Unterricht

Das Nachschlagewerk für jeden Tag

Cornelsen
SCRIPTOR

David Clarke/Ingrid Preedy
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den Englisch-Unterricht

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Hinweise für die Benutzer

Das Ziel

Eines Morgens kam eine befreundete Kollegin zu mir und fragte, ob ich nicht einige geeignete englischsprachige Sprüche für das Poesiealbum wüßte. Ich habe im *Oxford Dictionary of Quotations* nachgeschlagen und ein paar mehr oder weniger witzige und relativ leicht verständliche Zitate herausgesucht und notiert. Im Laufe meiner Schultätigkeit habe ich dasselbe im Zusammenhang mit vielen anderen Fragen gemacht – von themenbezogenen Witzen und Reisetips über die Vermittlung von Brieffreunden und die Planung von Studienfahrten bis hin zur Erklärung von landeskundlichen Erscheinungen und Entwicklungen. Solche Fragen gaben den Anstoß zur *Fundgrube* und bilden ihre Grundlage. Diese aus der Praxis entstandene Entwicklungsweise stellt das Hauptmerkmal der *Fundgrube* dar. Sie ist kein theoretisches Werk. Die *Fundgrube* ist eine praktische und – so hoffen wir – realitätstreue Hilfe für den Schulalltag. Vor allem soll sie den Lehrer entlasten und auch ein bißchen Spaß bieten.

Der Inhalt

Das Buch ist ein Sammelsurium von äußerst unterschiedlichen Sachen. Es gibt hier wenig ganz und gar Originelles. All die Tips und Ratschläge, die Fakten und Daten, die Witze und Spiele, die Kochrezepte und Arbeitsblätter, die Empfehlungen und Erfahrungen usw. sind irgendwo und irgendwie jedem zugänglich. Die übersichtliche Zusammenstellung so heterogener Materialien macht die vorrangige „lehrerentlastende Funktion" der *Fundgrube* aus. Die lästige und zeitraubende Sucherei in oft nur schwer zu erreichenden und auszuwertenden Quellen ist damit schon erledigt. Auch ist die Umstellung des Materials für Schul- und Unterrichtszwecke weitgehend schon geleistet. Es war eines unserer wichtigsten Ziele, die *Fundgrube* wirklich *ready to use* zu gestalten.

Die Benutzer

Für wen ist die *Fundgrube* gedacht? Sie ist für alle Englischlehrer/innen an Schulen im deutschsprachigen Raum bestimmt, unabhängig von der Schulart und der Jahrgangsstufe. Bei einem so breiten Spektrum ist es natürlich unvermeidbar, daß einige Kapitel für bestimmte Benutzer von geringerer Relevanz sind. Aber die *Fundgrube* ist sowieso nicht ausschließlich für den Unterricht, sondern auch als Informationsquelle und Freizeitlektüre, eine Art *bedside book*, für den Englischlehrer gedacht.

Einsatz im Unterricht
Die Einleitungen zu jedem Kapitel geben konkrete Hinweise darüber, wie, wann und in welcher Form das entsprechende Material im Unterricht eingesetzt werden kann. Alle für Unterrichtszwecke angebotenen Materialien sind für das Fotokopieren freigegeben. Wo angebracht, zum Beispiel im Kapitel 2 *(Games and Puzzles)* und im Kapitel 8 *(Übungsbausteine)*, ist das Material in Baukastenform angeboten. Dies versetzt den/die Lehrer/in in die Lage, mühelos für seine/ihre Zwecke zugeschnittene Arbeits- und Übungsblätter zu erstellen. Dieser Gestaltungsmodus hat den Vorteil, daß Material in vielen verschiedenen Kombinationen zusammengestellt werden kann.

Aufbau und Wegweiser
Die *Fundgrube* ist in zwölf Kapitel nach Themen unterteilt. Häufig kommen aber bestimmte Detailthemen in verschiedenen Kapiteln vor. Das Stichwortverzeichnis gibt Ihnen differenziert Auskunft. Alle Stellen sind dort mit Seitenzahlen angegeben.

Ein letztes Wort
Soweit uns bekannt, ist die *Fundgrube* das erste Buch seiner Art für deutsche Englischlehrer. Die Autoren, die Berater und der Verlag haben gemeinsam versucht, das Ziel zu realisieren. Es gibt sicher Dinge, die wir besser anders hätten machen können. Es gibt vielleicht Themen, die eventuell von Interesse sein könnten, die völlig fehlen oder nur ansatzweise vertreten sind. Vielleicht gibt es andere Themen, die überrepräsentiert bzw. nur von begrenzter Relevanz sind. Aus diesem Grund sind wir Ihnen für jede Hilfe und für jeden Ratschlag bei der Neubearbeitung und Aktualisierung der *Fundgrube* aufrichtig dankbar.

Die Autoren, die Berater und der Verlag

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Kapitel 1: A Joke a Day

Jeder Lehrer hat manchmal Schwierigkeiten, die Stunde lebendig und originell zu beginnen. Wir wollen nicht immer mit Fragen nach dem Wetter, Datum, dem letzten Wochenende oder über ein aktuelles Ereignis anfangen. Ein Witz zum Unterrichtsbeginn kann die Stimmung in der Klasse gut auflockern.
Wir haben den folgenden Witzkatalog nach Thema und Schwierigkeitsgrad gegliedert. Sprachlich gesehen, können Level 1-Witze etwa ab Anfang des dritten Lernjahres eingesetzt werden, ohne daß man zu viele Wörter erklären muß. Witze des Level 2 sind, auch inhaltlich, erst etwa ab Lernjahr 5 geeignet. Ein Wort zur Erzähltechnik: Obwohl wir versucht haben, schwierige Wortspiele weitestgehend zu vermeiden, gibt es natürlich einige unbekannte Vokabeln. Solche Vokabeln sollten vorweg erklärt werden, nie während des Erzählens oder am Ende. Am besten schreibt man die betreffenden Vokabeln an die Tafel und gibt die deutsche Erklärung.
Bei den riddles empfiehlt es sich, den Frageteil an die Tafel zu schreiben.

1. Menschliches Verhalten

Level 1

1. I usually take the bus home, but my mother always makes me take it back.

2. – Why did you put that spider in my bed?
   – Because I couldn't find a frog.

3. The man was having difficulty carrying a big wardrobe up the stairs.
   "Why don't you ask Charlie to help you?" asked his wife.
   The man answered, "He's inside the wardrobe. He's carrying the clothes."

4. – Did you go water-skiing on holiday?
   – No. I couldn't find a lake with a hill.

5. – Oy! You can't fish here.
   – I'm not fishing. I'm giving my worm a bath.

6. – Do you write with your right hand or your left hand?
   – Well, I usually write with a pencil.

7. – Mum, do you know where the Alps are?
   – Oh, Danny, why do you lose everything?

8. – Can you tell me how long the next bus will be?
   – About 6 metres, I think.

9. – Where were you born?
   – In London.
   – What part?
   – All of me.

10. – What's the weather like today?
    – I don't know. It's so foggy I can't see a thing.

11. – I bought a piano twenty years ago and I still can't play it.
    – Why not?
    – Because I can't get the lid open.
    lid Deckel

12. – What did you get for Christmas?
    – A mouth-organ. It's the best present I ever got.
    – Why?
    – My Mum gives me 10p a week not to play it.

Level 2

1. An old man and a young man were sitting on opposite benches in the park. Suddenly the old man leaned across and shouted, "It's no use talking to me from over there. You'll have to come nearer, I'm deaf."
"I'm not talking to you," the young man shouted back. "I'm chewing bubble-gum."
deaf taub

2. – I'm having a party next Saturday. Would you like to come?
– Yes, I'd love to. What's the number of your house?
– Thirty-three, Barnum Court. Just press the bell with your elbow.
– Why can't I press it with my finger?
– Well, you're not coming empty-handed, are you?
elbow Ellbogen

3. – I saw six men standing under one umbrella and they didn't get wet.
– It must have been a very big umbrella.
– No, it wasn't raining.

4. Fred won a million pounds on the football pools.
"What are you going to do about the begging letters?" asked Mavis, his wife.
"Well, I think I'll keep on sending them," said Fred.
begging letter Bettelbrief

2. Berufsgruppen

a. Ärzte und Patienten

Level 1

1. – Doctor, come quickly!
– What's the matter?
– We can't get into our house.
– That's not a doctor's problem.
– Yes, it is. The baby's swallowed the front door key.
swallow verschlucken

2. – Did you do what I told about getting to sleep at night? Did you count sheep?
– Yes, doctor, I did. I counted up to 482,354.
– And did you fall asleep?
– No. It was time to get up.

3. – Doctor, I keep forgetting things.
   – When did this start?
   – Pardon? When did what start?
4. – Now, be a good boy and say *Ahhh* ... I want to take my finger out of your mouth.
5. – Doctor, doctor, my right leg is giving me a lot of pain.
   – That is probably old age.
   – But my left leg is just as old and that doesn't hurt at all.
   pain Schmerz
6. – Doctor, when I get up, I always feel dizzy.
   – Well, don't get up, then.
   dizzy schwindelig
7. – Doctor, I snore so loudly that I wake myself up.
   – Go and sleep in another room.
   snore schnarchen

Level 2

1. – Doctor, people keep ignoring me.
   – Next, please.
2. Fred came out of the doctor's with a worried look on his face.
   "What did he say?" asked his wife.
   "Well, he said that I must take a pill every day for the rest of my life."
   "That's not so bad, dear. Lots of people have to do that," said his wife.
   "Yes, but he only gave me three pills."
   worried look besorgter Blick
3. The newly qualified doctor was examining a patient.
   "Have you had this before?" he asked, not recognizing the trouble.
   "Yes, doctor."
   "Well, you've got it again."
   examine untersuchen; *recognize* erkennen
4. A short-sighted man went to the doctor for advice about his eyesight, and the doctor told him to eat carrots. He came back three months later to complain about his diet.
   "Last night I went out into my garden," he told the doctor, "It was very dark and I fell over."
   "Couldn't you see well enough?" asked the doctor.
   "I could see well enough. I fell over my ears."
   short-sighted kurzsichtig; *advice* Rat; *eyesight* Sehkraft; *complain* beklagen; *diet* (hier) Ernährungsweise

5. – Now just stand on the scales. There, you see? Look at this chart. You are overweight.
   – No, I'm not, doctor. I'm just 20 centimetres too short.
   scales Waage; *chart* (hier) Tabelle; *overweight* übergewichtig

6. – Doctor, my wife's always telling me I'm an animal.
   – Well, lie down on the couch and tell me all about it.
   – Yes, O.K., but I'm not really allowed on the couch.
   be allowed erlaubt sein, dürfen

7. – Doctor, I've just swallowed a mouth organ.
   – Well, I'm glad you don't play the piano.
   swallow verschlucken

8. – Doctor, doctor, I think that I'm invisible.
   – Who said that?
   invisible unsichtbar

9. – Why do surgeons wear a mask when they operate?
   – So that if they make a mistake, nobody will know who did it.
   surgeon Chirurg

b. Kellner

Level 1

1. – Waiter, this food is terrible. Get me the cook at once.
   – I'm sorry, sir. He's just gone out for lunch.

2. – Waiter, take your finger out of my soup.
   – Don't worry, sir. It's not hot.

3. – Waiter, take your thumb off my steak.
   – All right, all right!!! But I don't want it to fall on the floor again, do I?
   thumb Daumen

4. – Waiter, my plate's wet.
   – That's not wet, sir. That's your soup.

5. – Waiter, I can't eat this.
   – Why not, sir?
   – Because you haven't given me a knife and fork.

6. – Waiter, have you got frogs' legs?
   – No, sir, I always walk like this.
   frogs' legs Froschschenkel

Level 2

1. – Waiter, there's a fly in my butter.
   – No, there isn't.
   – Yes, there is. Look.
   – Listen, that's a beetle, not a fly and it's margarine, not butter.
   fly Fliege; *beetle* Käfer

2. Sign: FREE BEER TOMORROW
   Fred saw it, and so, as soon as the pub opened the next day he went round to have a free beer. Fred ordered a glass of beer, and when it was ready the barman put it on the bar and said, "That'll be 95 pence, please, sir."
   "What do you mean '95 pence'?" said Fred. "Beer's free today."
   "Can't you read?" said the barman. "The notice says 'Free beer *tomorrow*.'"

3. – Waiter, bring me a fried egg with finger-marks on it, some cold greasy chips and a portion of watery cabbage.
   – We don't serve food like that here, sir!
   – You did yesterday.
   finger-mark Fingerabdruck; *greasy* fettig; *watery* wässerig; *cabbage* Kohl; *serve* (hier) anbieten

4. – Waiter, have you got frogs' legs?
   – Yes, sir.
   – Well, hop into the kitchen and get me a steak.
   hop hüpfen

5. – Waiter, there's a dead fly in my soup!
   – Yes, sir, it's the hot water that kills them.
   fly Fliege

6. – Waiter, bring me tea without milk.
   – We haven't got any milk, sir. How about tea without cream?
   cream Sahne

7. – Waiter, there's no chicken in this chicken pie.
   – So what? You don't get dog in a dog biscuit, do you?

8. – Waiter, in future I'd like my soup without.
   – Without what, sir?
   – Without your thumb in it.
   thumb Daumen

9. – Waiter, are the tablecloths ever changed in this restaurant?
   – I don't know, sir. I've only worked here for a year.
   tablecloth Tischdecke

c. Büroangestellte

Level 1

1. Boss: You never answer the telephone.
   Secretary: Why should I? It's never for me.

2. – How many people work in this office?
   – Oh, about half, I think.

Level 2

1. A school-leaver was being interviewed for a job.
   "Do you think you would make a good book-keeper?" asked the boss.
   "Oh, yes, sir. I've sometimes kept library books for years and years."
   book-keeper Buchhalter

2. A school-leaver was being interviewed for the job as an office boy.
   "You'll get five pounds a week to start off with and then after six months you'll get ten pounds a week," said the boss.
   "Right, well I'll come back in six months."

3. Editor: This isn't clear. You really must learn to write so that even the biggest fool can understand what you want to say.
   Reporter: O.K. Now, what is it that you don't understand?

d. Arbeiter

1. Union official: I hope I can count on your vote in the union election.
   Union member: I'm afraid not. I've already promised my vote to someone else.
   Union official: Yes, but promising is one thing and voting is another, isn't it? Nobody will know.
   Union member: Okay, then. I promise to give you my vote.
   union official Gewerkschaftsfunktionär; *count on* rechnen mit; *vote* Stimme; *promise* versprechen

2. Boss: No smoking while you are working. Put your cigarette out.
   Worker: Who said that I'm working?

3. Boss: Your wage is a private matter between the two of us.
   Worker: Don't worry. I'm just as ashamed of it as you are.
   wage Lohn; *matter* Sache; *be ashamed* sich schämen

e. Lehrer und Schüler

Level 1

1. Pupil: Sir, you can't be punished for something you didn't do, can you?
   Teacher: No, of course not.
   Pupil: Well, I didn't do my homework.
   be punished bestraft werden

2. – Give me a sentence with 'I', Mandy.
   – Yes, Miss. 'I is ...'
   – Oh, Mandy. You can't say 'I is'. We say 'I am', don't we?
   – All right, Miss. I am the ninth letter of the alphabet.

3. – What is the most popular answer to teachers' questions?
   – I don't know.
   – That's right.
   popular beliebt

4. – Keith, name ten things with milk in them.
   – Yes, sir, milk-shake, tea, coffee, cocoa and uh ... six cows.

5. – What is twelve times twelve?
   – One hundred and forty-four.
   – Good.
   – What do you mean 'good'? It's perfect.
   twelve times twelve zwölf mal zwölf

6. – What is love, Derek?
   – Well, sir. I like my Mum and Dad but I love bubble-gum.

7. – Why are you crying, Johnny?
   – Because I have to stay at school till I'm sixteen, sir.
   – And *you're* crying! I have to stay here till I'm sixty-five.

Level 2

1. Charlie was eating his breakfast very slowly. "Come on, Charlie," said his mother. "You are going to be late for school."
   "I don't want to go to school today," said Charlie with a long face.
   "Why not?"
   "I don't like the teachers and they don't like me. And the pupils are just as bad."
   "But Charlie, you have to go. You are the headmaster."
   long face langes Gesicht

2. – Johnny, I've had a letter from your teacher. He says that you are very careless in your appearance.
   – Am I, Dad?
   – Yes, you haven't appeared in school since last term.
   careless nachlässig; *appearance* äußere Erscheinung; *appear* erscheinen; *term* Schulhalbjahr

3. Three friends were walking home from school.
   "What shall we do this afternoon?" asked one.
   "I know," said the second, "Let's toss a coin. If it comes down heads let's go skating and if it comes down tails let's go swimming."
   "Yes, and if it comes down on its edge let's stay at home and do our homework," said the third.
   toss a coin Münze werfen; *tails* (hier) Zahl; *edge* Rand

4. – Who was the first woman on the world, Becky?
   – Uhm ..., Uhm ..., said the little girl.
   – I'll help you. Think of apples.
   – Oh, of course. Granny Smith, miss.

5. – Why aren't you writing, George?
   – I ain't got no pencil, sir.
   – You ain't got no pencil? You have no pencil, you mean.
   – Sir?
   – I have no pencil, he has no pencil, she has no pencil, we have no pencils.
   – Gosh, who has stolen all the pencils?
   ain't have not; *gosh* God

6. – Alfred, if I had twenty marbles in my left pocket, twenty marbles in my right pocket and forty marbles in my back pocket what would I have?
   – Heavy trousers, sir.
   marble Murmel

7. – Simon, if I had eight apples in my right hand and ten apples in my left hand, what would I have?
   – Very big hands, sir.

8. – There's something I can do that nobody else in my school can do, not even the teachers.
   – What is that?
   – Read my handwriting.

9. – How are you getting on in the test?
   – Not bad. The questions are easy. It's the answers that I'm having difficulty with.

10. Julie was saying her prayers.
"Please God, make Koblenz the capital of Germany, make Koblenz the capital of Germany, ..."
"Julie, why do want God to make Koblenz the capital of Germany?" asked her mother.
"Because that is what I wrote in the geography test today."
capital Hauptstadt

11. – Find America on the map, Johnny.
– There it is, sir.
– Good. Now, Sammy, who discovered America?
– Johnny, sir.

12. Teacher: Why are you late for school, Fred?
Fred: Well, sir, I was dreaming about a football game and it went into extra time. I had to see the finish.
extra time Verlängerung

13. Teacher: Adrian, which is further away – the moon or America?
Adrian: America, sir. You can see the moon but you can't see America.

f. Gangster

Level 1

1. Robber: Stick 'em down!
Man: Don't you mean 'Stick 'em *up*'?
Robber: Now I know why I've not made any money.
stick 'em up (= stick them up) Hände hoch!

Level 2

1. A man rushed into a bank and stuck two fingers through the grill.
"Hands up, this is a muck-up," he said to the cashier.
"Don't you mean a 'stick-up'?" she asked.
"No," replied the bandit. "This is a muck-up. I've forgotten my gun."
rush stürzen; *grill* (hier) Gitter; *muck-up* Durcheinander; *stick-up* Überfall

2. A man went into a police station and put a dead cat on the counter.
"Somebody threw this into my garden," he said.
"Right, sir. You can come back in six months and if nobody has claimed it then you can keep it."
claim beanspruchen

3. Hinweis: Dieser Witz ist ein Beispiel für "schwarzen Humor".
A woman was in court charged with hurting her husband.
"But, madam, why did you stab him over a hundred times?"
"Oh, your honour. I didn't know how to switch off the electric carving knife."
charge (hier) anklagen; *stab* erstechen; *your honour* (Anrede) Euer Gnaden; *carving knife* Fleischmesser

4. A motorway police patrol overtook an old gentleman driving very slowly, stopped him and asked him why he was crawling along.
"Because the sign says M25 and I thought that was the speed limit."
"No, sir, it isn't. What a good thing you weren't on the M1."
crawl (hier) kriechen; *M25, M1* (= Motorway 25, Motorway 1) Autobahn

g. Geschäftsleute

Level 1

1. Customer (on phone): Can you tell me how long it takes to fly to Glasgow, please?
Travel agent: Just one minute, sir.
Customer: Good heavens, that *is* quick, isn't it? Goodbye.

2. Boss: What's your name?
New apprentice: Herbert Harris.
Boss: Say 'sir' when you talk to me.
New apprentice: All right. Sir Herbert Harris.
apprentice Lehrling

Level 2

1. Salesman: Do you want any brushes, madam?
Housewife: No, thank you.
Salesman: Dusters?
Housewife: No, thank you.
Salesman: Polish? Soap? Any cleaning materials at all?
Housewife: No, thank you.
Salesman: I thought not. The lady next door said you never use any.
salesman (hier) Vertreter; *duster* Staubtuch; *cleaning materials* Reinigungsmittel

2. Customer: This bread is lovely and warm.
Baker: I know. The cat's been sitting on it all morning.

3. A woman rang up the grocer to complain.
"I ordered 12 oranges but you only sent 11."
"Yes, I know," said the grocer, "but one was bad so I threw it away."
complain sich beklagen

b. Verkehrsmittel

Level 1

1. Fat passenger: This bus is very slow. Can't you go faster?
Bus driver: If you get off, yes.

Level 2

1. Railwayman: Look here, this boy can't travel on a child's ticket. He is at least 15.
Passenger: He wasn't when we got on.

2. – Where is this train going to?
– It is going to Liverpool in about ten minutes, madam.
– My goodness. The last time I went to Liverpool it took three hours.

3. On a holiday flight a naughty little boy was running up and down the plane and annoying all the passengers. His parents were watching the film and taking no notice of him. At last one passenger got so angry he shouted, "Hey, you! Little boy! Why don't you go and play outside?"

3. Gesellschaftliche Gruppierungen

a. Frauen

Level 1

1. First woman: How old are you?
Second woman: I'm thirty-nine. But I don't look it, do I?
First woman: No, but you used to ...

2. Mike: What must I give so that you let me kiss you?
Sally: Chloroform.

Level 2

1. A man tried to get up and give his seat on the bus to a woman. She pushed him back into his seat, saying that she was a working woman, a women's liberal, who hated all forms of male 'gallantry'. The man tried to get up

several more times but each time the woman pushed him back into the seat. At last he said, "Look, you'll have to let me get up now. I wanted to get off the bus three stops ago."
gallantry Ritterlichkeit

2. Hinweis: Dieser Witz ist ein Beispiel für "schwarzen Humor".
A woman with a baby in her arms was sitting in the waiting room at a railway station, crying. A porter came and asked her what the matter was.
"Oh," she said, "some people were in here and they were so rude about my son. I'm so upset – they said he was really ugly."
"There, there, dear. Don't worry about it. I tell you what – how about a nice cup of tea?" asked the porter.
"You are very kind," she said, wiping her eyes.
"And while I'm at it," said the porter, "how about a banana for your little monkey?"
be upset aufgeregt sein; *ugly* häßlich; *"while I'm at it"* wo ich gerade dabei bin

3. Gladys bought herself a new rear-engined car. She took a friend for a drive but after a few miles the car broke down. Both women got out and opened the bonnet.
"Oh, Gladys, you've lost your engine."
"Never mind, I have another one in the boot."
rear-engined car Auto mit Heckmotor; *bonnet* Motorhaube; *boot* Kofferraum

b. Männer

Level 1

1. Child: Mummy, is it true that we all come from monkeys?
Mother: I don't know, dear. I've never met your father's family.

2. – May I hold your hand, Betty?
– No, thanks. It's not very heavy.

Level 2

1. Man (in clothes shop): Can I try on that blue suit in the window?
Assistant: No, sir, you will have to use the changing cabins like everybody else.

2. A man at a swimming-pool was on the highest diving-board. He was just going to dive when the attendant ran towards him, shouting and waving. "Stop! Don't dive! Can't you see there's no water in the pool?"

"That's all right," shouted the man. "I can't swim anyhow."
diving-board Sprungbrett; *attendant* (hier) Bademeister; *anyhow* (hier) sowieso

3. A lady was sitting in the cinema when a man pushed past her to leave but he stood heavily on her foot. A few minutes later the lady felt a tap on her shoulder. She turned around and saw the same man.
"Did I step on your toes just now?" he asked.
"You certainly did."
"Ah, good, then this is my row."
tap (hier) leichtes Klopfen

4. On Fred's eighteenth birthday his father said he would take him out for his first driving lesson. As they got into the car his father said, "Just one thing, Fred. If you're going to hit something, make sure that it's cheap."

5. – I've just bought a pig.
– What? But where will you keep it? Your garden's much too small.
– I'm going to keep it under the bed.
– But what about the smell?
– Oh, it'll soon get used to it.

c. Kinder

Level 1

1. Mother: Alfie, there were two chocolate cakes in that cupboard, and now there is only one. Why?
Alfie: Because I didn't see the second one.

2. Vicar: How old are you, Jamie?
Jamie: Nine, sir.
Vicar: And what are you going to be?
Jamie: Ten, vicar.
vicar Pfarrer

3. – I'm glad that I wasn't born in France.
– Why?
– Because I can't speak French.

4. A boy was showing his mother how he could ride his bike.
"Look, Mum, no hands ... Look, Mum, no feet ... Look, Mum, no teeth ...

5. Old lady: And what is your new brother's name?
Little boy: I don't know. He can't talk yet.

6. – Eve, do you know a girl called Clare Cook?
   – Yes, Mum. She sleeps next to me in Geography.

7. Helen: Mum, do you know what I'm going to give you for your birthday?
   Mother: No, dear.
   Helen: A nice teapot.
   Mother: But I've got a nice teapot.
   Helen: No, you haven't. I've just dropped it.
   drop fallen lassen

Level 2

1. Two little boys met while paddling in the sea at Brighton during their summer holidays.
   "Good heavens," said one boy, "Your feet are very dirty."
   "I know," said the other boy. "We didn't come here last year."
   paddle (hier) planschen

2. – Vincent, why have you got a sausage behind your ear?
   – Oh, heavens, I must have eaten my pencil for lunch.

3. A lady found two small boys with some cigarettes. She decided to frighten them so much that they would never smoke again. "Now, listen to me," she said, "do you know where little boys go when they smoke?"
   "Yes, lady," said one of the boys. "Under the bandstand in the park."
   bandstand Musikpavillon

4. Fat man (on bus): Why don't you be a little gentleman and give a lady your seat?
   Boy: Why don't you be a gentleman and give two ladies your seat?

5. Mum: You can't come in unless your feet are clean.
   Bob: They are clean. It's only my shoes that are dirty.

6. On a long bus journey a man was annoyed by a little girl who kept sniffing.
   "Have you got a hanky?" he asked at last.
   "Yes, but my mum doesn't like me to lend it to strangers."
   sniff schniefen; *hanky* Taschentuch

7. A little girl was in a car with her grandmother, who wasn't a very good driver.
   "Grandma, don't go round the corners so fast. I'm very nervous."
   "Don't worry, dear. Just close your eyes like I do."

8. – How did you get on in your Maths test?
   – Oh, I only got one sum wrong.
   – That's great. How many sums were there?
   – Twelve.
   – Fantastic. So you got eleven sums right.
   – No, they were the ones that I couldn't do.

9. The Jones family were just about to leave on holiday.
   "Have you packed everything?" Mrs Jones asked her little son.
   "Yes, Mum."
   "Are you sure?" she asked suspiciously. "Have you packed your soap?"
   "Soap?", said the boy. "I thought we were going on holiday."
   suspiciously (hier) argwöhnisch

10. – Susan, just look at your dress. It's filthy. What have you been doing?
    – I fell into a big puddle, Mum.
    – In your new dress?
    – Well, I didn't have time to change.
    filthy (sehr) dreckig; *puddle* Pfütze

11. Prunella: Mum, Simon has broken my new doll.
    Mother: How did he do that?
    Prunella: I hit him on the head with it.

12. A very strict aunt was staying with Sharon's parents. One day she said to the little girl, "Well, Sharon I'm going away tomorrow. Are you disappointed?"
    "Oh yes, Aunt. I thought you were going today."

4. Beziehungen

Hinweis: Diese Witze sind häufig ziemlich klischeehaft, besonders was das hier dargestellte Frauenbild betrifft. Die Präsentation von Stereotypen ist jedoch ein hervorragendes Merkmal dieser Art trivialer "Kneipenwitze". Man könnte einige der hier angebotenen Beispiele als Teil einer U-Reihe über *Women in Society*, *Gender-related Attitudes*, *Prejudice* oder *Anglo-Saxon Humour* einsetzen. Sie bieten auf jeden Fall einen guten Sprechanlaß.

Level 1

1. Man's voice (on telephone): Darling, will you marry me?
   Girl: Of course I will. Who's speaking, please?

Level 2

1. Mabel: I've been cooking breakfast for you for 25 years.
   Alfie: And it's still not ready?

2. Mabel: That's it! I've had enough! I'm going.
   Alfie: Is that a threat or a promise?
   threat Drohung

3. Mabel: I've had enough! I'm going.
   Alfie: Let me help you pack.

4. Fred: I just got a beautiful Mercedes Benz for my wife.
   Alfie: Really? That was a good swap.
   swap Tausch

5. Fred got home earlier than usual and found his wife in bed with the milkman. "What the hell do you two think you are doing?" he shouted angrily.
   "Do you see what I mean?," said the wife to the milkman, "I told you he was stupid, didn't I?"

6. Husband: I think my wife is trying to tell me something. She always wraps up my sandwiches in a road map.
   wrap up einwickeln

7. Daisy: When I grow up I'm going to marry the boy next door.
   Aunt: Why's that?
   Daisy: Because I'm not allowed to cross the road.

8. Two women were talking at a party. "Look at that awful-looking man over there. Isn't he horrible?"
   "That's my husband," said the other woman.
   "Oh, I am sorry."
   "You're not as sorry as I am."

9. A man and his wife had just arrived at Heathrow Airport after a very tiring journey from the north of England.
   "I wish I'd brought the piano with us," said the husband tiredly.
   "What for?" asked his puzzled wife.
   "Because I left the plane tickets on top of it."
   puzzled verwirrt

10. Girl: You remind me of the sea.
    Boy: Why's that? Because I'm wild, strange and romantic?
    Girl: No, because you make me sick.

5. Nationale Gruppierungen

Hinweis: Witze über die angeblichen Merkmale von nationalen Gruppen kommen in fast allen Kulturen vor. In Deutschland sind "Ostfriesenwitze" und "Bayernwitze" genau so geläufig wie britische Witze über Schotten und Iren. Die Schotten sind angeblich äußerst sparsam bis geizig, die Iren naiv bis einfach dumm. Es gibt übrigens auch Witze über die Engländer, in denen häufig auf die Unbeholfenheit und Tolpatschigkeit in der Liebe angespielt wird. Die meisten solcher Witze sind aber wegen ihrer sexuellen Anspielungen in der Schule kaum einsetzbar. Interessanterweise gibt es kaum Witze dieser Art über die Waliser. In "Irenwitzen" wird die irische Figur traditionell "Paddy" (= Patrick) genannt. Schotten haben meistens einen Namen mit *Mac-* am Anfang.

Level 1

1. What's written on the bottom of Irish milk bottles?
   OPEN OTHER END

2. Voice: Is that Bristol four – two – five – nine?
   Paddy: No, this is four – two – four – nine.
   Voice: Oh, I'm so sorry. Wrong number.
   Paddy: That's okay. The phone was ringing anyhow.

3. Mactavish: Take off your glasses, son. There's nothing to see here, anyhow.

4. What's written at the top of an Irish ladder? STOP HERE
   ladder Leiter

Level 2

1. Some Irish parachutists were being told how to use a parachute. "When you jump out of the plane," said the instructor, "wait until you're about three metres from the ground and then pull the ring to open the parachute."
   "What happens if the parachute doesn't open?" asked Paddy.
   "That's a stupid question," said the instructor. "Even you can jump three metres without a parachute, can't you?"
   parachute Fallschirm

2. Paddy rang up the AA. "You must help me," he said. "I've locked my keys in the car."
   "Okay," said the AA man. "Just wait there and someone will come as soon as they can."
   "All right, but hurry up," said Paddy. "It's raining here and I've left the sun roof open."
   AA (= *A*utomobile *A*ssociation) britischer Automobilclub; *sun roof* Sonnendach

3. An Irish road worker was being instructed by his Irish boss to dig a hole in the road.
"And what shall I do with the earth, sir?"
"Don't be stupid, Paddy. Just dig another hole and bury it."

6. Tiere

Level 1

1. – My dog plays chess.
– Your dog plays chess? He must be very clever.
– Oh, I don't know. I beat him three times out of four.
chess Schach

2. – What does a cat have that no other animal has? – Kittens.

3. – I've lost my dog.
– Why not put an advertisement in the newspaper?
– Don't be stupid. He can't read.

4. – What's the best thing to give a sea-sick elephant?
– Plenty of room.

5. – What do you have to know before you start training an animal?
– More than the animal.

6. – Which has more legs, an elephant or no elephant?
– No elephant. No elephant has eight legs, and an elephant has only four.

Level 2

1. Dog A: My name's Rex. What's your name?
Dog B: Piss Off, I think.

2. – Dad, what has a green and yellow striped body, six hairy legs and great big eyes?
– I don't know. Why?
– One has just crawled up your trouser legs.

3. A farmer was showing a schoolboy round his farm when they came to a field full of sheep.
"How many sheep do you think there are in that field?" the farmer asked.
"Seven hundred and sixty-four," replied the boy after a few minutes.
"That's right. How did you count them so quickly?" asked the farmer.
"Easy," said the boy. "I just counted the legs and divided by four."

4. – Why was the mother kangeroo angry with her children?
   – Because they ate biscuits in bed.

5. Charlie was not very clever. When his friend asked him if he had enjoyed his day at the zoo, he said, "No, it was a rotten swizz!" "Why?" asked his friend. "Well," said Charlie, "I saw a sign that said TO THE MONKEYS. I followed it and I saw the monkeys. Then I saw a sign that said TO THE BEARS. I followed that sign, too, and I saw the bears. But when I followed a sign that said TO THE EXIT, I was suddenly out in the street."
   rotten swizz gemeiner Schwindel

6. Mum: Lisa, have you given the goldfish fresh water?
   Lisa: No, Mum. They haven't drunk the last lot yet.

7. – My dog's got no nose.
   – Poor thing. How does he smell?
   – Terrible.

8. – Would you like to play with our new dog?
   – He looks very fierce. Does he bite?
   – That's what I want to find out.
   fierce wild

7. Riddles

Hinweis: Ab 3. bis 4. Lernjahr einsetzbar.

1. – What room has no walls, floor, ceiling or windows?
   – A mushroom.

2. – What runs and has no legs?
   – A tap.

3. – What has got a neck but no head?
   – A bottle.

4. – Why is the letter A like a flower?
   – Because the B comes after it.

5. – Why did the football manager give his team a lighter?
   – Because they kept losing their matches.

6. – What has a bed but does not sleep? What has a mouth but does not speak?
   – A river.

7. – What tongue never speaks?
   – The tongue in your shoe.

8. – Why is a river rich?
   – Because it has two banks.

9. – What letters are not in the alphabet?
   – The letters in the postbox.

10. – What comes once in every minute, twice in every moment but not once in a thousand years?
    – The letter M.

11. – What gets wetter as it dries?
    – A towel.

12. – What gets bigger the more you take out?
    – A hole.

13. – What did Adam say to Eve on the 24th December?
    – It's Christmas Eve.

Kapitel 2: Games and Puzzles

Leider werden Sprachspiele, Wettbewerbe und Puzzles oft noch bestenfalls als *time filler* betrachtet, der am Ende der Stunde oder des Halbjahres verwendet wird. Damit wird ein motivierendes methodisches Mittel zu Unrecht heruntergestuft. Vor allem im Bereich der Vokabelfestigung, der Aussprache, der Rechtschreibung und des Umgangs mit Zahlen können Sprachspiele zu einem echten Lernerfolg beitragen.
Wie bei allen Klassenzimmeraktivitäten ist es auch bei Spielen wichtig, den Grundsatz „wenig, aber häufig" zu beachten. Viel wirksamer als ein- oder zweimal im Jahr eine ganze Stunde mit Spielen auszufüllen, ist es, Spiele als ein regelmäßiges Element in den Unterricht zu integrieren. Mit wenigen Ausnahmen benötigen die hier angebotenen Spiele nur wenig Zeit – zehn Minuten sollte als äußerste Grenze gesehen werden – und Aufwand.
Mit dem Wort *game* meinen wir Spiele, die in der Lerngruppe weitgehend mündlich gemacht werden. Ein *puzzle* sehen wir dagegen als eine schriftliche Übungsform, zum Beispiel ein *lettersquare*.
Die *games* und *puzzles* sind vollständig herausgearbeitet. Wir beschreiben zunächst den Spielverlauf, geben dann Beispiele, Tips für Variationen, Wortmaterial und – wo nötig – Lösungen an.
„Kommunikationsspiele" im Sinne der situativ ausgerichteten Anwendung mündlicher Sprachmittel kommen weniger vor. Dies hat folgende Gründe: Erstens sollen die Spiele alle Schüler, auch die lernschwächeren, ansprechen. Bei kommunikativen Situationsspielen bleibt gerade diese Schülergruppe häufig stumm und unbeteiligt. Zweitens sind solche freie Übungen in den Lehrwerken großzügig vertreten. Viele Kollegen(-innen) unserer Bekanntschaft, besonders die von lernschwächeren Gruppen, verzichten eher auf diese Übungen.

Games (mündliche Spiele mit Hilfe der Tafel)

1. *Mixed-up or Scrambled Words*

Beschreibung: Die Buchstaben der folgenden Wörter wurden durcheinandergeschüttelt. Schreiben Sie sie in dieser Form an die Tafel. Die Schüler müssen das richtige Wort herausfinden. Wir haben die Wörter nach Themen sortiert. Es kommen Singular- und Pluralformen vor. Das Spiel kann nach dem Ende des 1. Lernhalbjahres eingesetzt werden.

Verfahren: Wie man verfährt, hängt natürlich von der Größe, der Spielerfahrung und vor allem dem Unterrichtsverhalten der Lerngruppe ab. In größeren oder "schwierigeren" Gruppen ist es sicherlich angebracht, daß der/die Lehrer(-in) das Spiel von der Tafel aus selbst leitet. Die Schüler sollen sich also melden, oder der/die Lehrer(-in) kann sie namentlich auffordern, Vorschläge zu machen. Wo das Unterrichtsverhalten der Lerngruppe es zuläßt, läuft das Spiel natürlich flotter, wenn die Schüler ihre Ideen einfach zurufen.

Buildings in the Town Centre

H R U C H C (church) – N O W T H L A L (town hall)
I P O S H L A T (hospital) – T O S A T I N (station)
A N E M I C (cinema) – T K A M E R (market)
O L O S C H (school) – Y A R B I R L (library)
E A T R E T H (theatre) – R A C K R A P (car park)

People and Things in the Classroom

L O B B A R C K A D (blackboard) – S O K O B (books)
D S S K E (desks) – K L A C H (chalk)
E C R A T H E (teacher) – W O N W I D (window)
O R O D (door) – L I P P U S (pupils)
S L O O S C H A G B (schoolbags) – L I P S C E N (pencils)
S R E L U R (rulers) – S T O P E R (poster)
G E P O N S (sponge) – P A M (map)

Things You Can Eat and Drink

S O T A T (toast) – A J M (jam)
K L I M (milk) – E P A P L (apple)
T R U B E T (butter) – C R O N S L A F E K (cornflakes)
I S F H (fish) – F E E F O C (coffee)
S U B I C I T (biscuit) – E T S W E S (sweets)
O G R A N E (orange) – G E G S (eggs)
E A T (tea) – D E B R A (bread)
T O O T E A P S (potatoes) – A M O T O T (tomato)
S K A C E (cakes) – N A B O C (bacon)
S A G A S U S E (sausages) – T A K E S (steak)

Things in your Room

S T O P E R (poster)	– L O M E D S (models)
P R A T E C (carpet)	– C I C S O M (comics)
D R E W B O A R (wardrobe)	– T H I L G (light)
O K O B A C E S (bookcase)	– F E L S H (shelf)
S O Y T (toys)	– S K E D (desk)
T R O M P U C E (computer)	– T H O L E C S (clothes)
S O K O B (books)	– L A R D E C A N (calendar)

Jobs

T E V (vet)	– R E E T A C H (teacher)
R A B E K (baker)	– T U B R E C H (butcher)
N A C H M I C E (mechanic)	– R U N S E (nurse)
N I T T S E D (dentist)	– D R O C O T (doctor)
V E R R I D (driver)	– K R E L C (clerk)
L O L O F E B R A T (footballer)	– T O P S N A M (postman)
P O P S E E K H E R (shopkeeper)	– Y E S T E R A R C (secretary)
N I G E R E E N (engineer)	– R E P T O R E R (reporter)

Weitere Wortfelder:

Clothing: anorak; blouse; boots; cap; coat; gloves; hat; jacket; jeans; jumper; pullover; pyjamas; scarf; shirt; shoes; shorts; skirt; slippers; socks; sweater; sweatshirt; tie; trousers; vest

Parts of the Body: arm; ankle; cheek; ear; eye; face; finger; forehead; hair; head; knee; leg; mouth; nail; nose; shoulder; thumb; toe; tooth/teeth; tongue; wrist

Means of Transport: aircraft; bicycle/bike; boat; bus; cab; car; ferry; hitch-hiking; hovercraft; lorry; plane; ship; taxi; train; tram; truck; tube; underground; van; yacht; walking

Animals: bird; budgie; canary; cat; cow; deer; dog; donkey; elephant; fish; goat; goldfish; gorilla; guinea-pig; horse; hamster; lamb; lion; monkey; parrot; pig; pony; sheep; snake; tiger; tortoise

Sports: angling; archery; ballooning; basketball; billiards; boating; bowling; canoeing; cricket; cycling; dancing; darts; diving; fishing; football; gymnastics; handball; hunting; jogging; jumping; polo; racing; riding; rowing; rugby; running; sailing; shooting; skating; skiing; snooker; squash; surfing; swimming; table-tennis; tennis; volleyball; walking; windsurfing

Variante: Dieses Spiel läßt sich sehr gut als Rechtschreibübung bzw. für lernschwache Schüler einsetzen. Abgefragt werden dann nicht nur Wortfelder,

sondern zum Beispiel Vokabeln des letzten Stückes. Die Hausaufgabenkontrolle findet also als Spiel statt.

Die Schüler suchen auch selbst gerne Wörter aus ihrem Vokabelheft aus und schreiben sie in *scrambled*-Form an die Tafel. Wer das Wort richtig erkennt, darf das nächste anschreiben.

2. *Make as Many Words as Possible*

Beschreibung: Schreiben Sie ein längeres Wort an die Tafel. Die Schüler sollen nun aus dem einen Wort möglichst viele neue Wörter bilden. Namen und Abkürzungen sind dabei nicht erlaubt. Jeder Buchstabe darf nur einmal benutzt werden. Das Spiel kann etwa ab Anfang des 3. Lernjahres eingesetzt werden.

Verfahren: Wie bei Spiel 1 *Mixed-up or scrambled words*, S. 33.

Beispiel: INTERNATIONAL

Lösung:
a, ale, alone, an, art, at, ear, in, into, lane, late, lone, nation, national, nine, no, none, not, on, one, rain, ran, rat, real, rent, tail, tar, tea, tear, ten, tent, tie, toe, toilet, tone, tonne, torn, train, ...

Weitere Ausgangswörter: beautiful; comfortable; dangerous; different; exciting; expensive; fantastic; impossible; independent; intelligent; interesting; necessary; successful; terrible; violent; wonderful

Tip: Am besten wählt man ein Adjektiv von mindestens sieben oder acht Buchstaben und mit ausreichenden Vokalen; der Buchstabe *e* sollte in dem Wort vorkommen. Um das Spiel zu erschweren – und die Zahl der möglichen Wörter zu reduzieren –, kann man nur Wörter mit mehr als zwei Buchstaben gelten lassen.

3. *Heads and Tails*

Beschreibung: Es sollen Wortketten gebildet werden, bei denen der letzte Buchstabe eines Wortes den ersten des nächstfolgenden Wortes bildet.

Verfahren: Wie bei Spiel 1 *Mixed-up or scrambled words*, S. 33.

Beispiel: CUP (wird vorgegeben)
*p*lease ⟩ *e*gg ⟩ *g*o ⟩ o*p*en ⟩ *n*ot ⟩ *t*hird ⟩ *d*ay ⟩ *y*ear ⟩ *r* ...

Tip: Versuchen Sie möglichst wenige Wörter mit *-e* als Endbuchstaben zu wählen, da es im Englischen relativ wenige Wörter gibt, die mit *e* anfangen (außer, wenn Sie das Spiel schnell zu Ende bringen wollen).

4. *The Classroom in Alphabet*

Beschreibung: Die Schüler sollen bei diesem Spiel für möglichst viele Buchstaben des Alphabets Gegenstände oder Personen im Klassenzimmer suchen. Personennamen sind dabei nicht erlaubt.

Verfahren: Wie bei Spiel 1 *Mixed-up or scrambled words*, S. 33.

Lösungsvorschläge:
a: atlas **b:** bag; ballpoint (pen); basin; basket; bench; bible; Biology book; biro; book; boy; box; bucket **c:** cable; carpet; case; cassette; cassette recorder; chair; chalk; crayon; cupboard; curtain **d:** desk; dictionary; door; drawer; drawing-pin; duster **e:** English book; eraser; exercise-book **f:** felt-tip (pen); floor; form teacher; French book **g:** Geography book; geometrical instruments; girl; globe **h:** handle; headmaster; headmistress; head teacher; History book; hook **i:** ink; instrument **l:** lamp; light; list; loudspeaker **m:** man; map; map stand; marker; mat; mathematical instruments **n:** notebook; notice board **o:** overhead (projector) **p:** pen; pencil; pencil case; pencil sharpener; photo; pin; pinboard; plant **r:** radiator; reader (book); recorder; register; rubber; rubbish basket/bin; ruler **s:** satchel; school bag; Science book; sharpener; shelf; slide; slide projector; socket; sponge; sunblind; switch **t:** tap; teacher; teacher's desk; teenager; test book; textbook; text-marker; transparency; tutor **v:** vocabulary book **w:** wall; wastepaper basket/bin; water; window; window sill

Tip: Die Buchstaben J, K, Q, U, X, Y und Z müssen meistens ausgelassen werden. Die Buchstaben A und I sind auch manchmal schwierig zu belegen. Um das Spiel zu beschleunigen, kann man die Zahl der zu findenden Wörter pro Buchstabe begrenzen.

5. *Last Word Circle*

Beschreibung: Es soll ein Satzkreis gebildet werden, wobei das letzte Wort eines Satzes zugleich das erste Wort des nächsten Satzes ist. Ziel des Spiels ist es, an den Eingangssatz zurückzugelangen, und zwar in nicht mehr als zehn Sätzen.

Verfahren: Wie bei Spiel 1 *Mixed-up or scrambled words*, S. 33.

Beispiel: Today is *Friday.* ⟩ *Friday* is the fifth day of the *week.* ⟩ *Week* is "Woche" in *German.* ⟩ *German* boys and girls are very *clever.* ⟩ *Clever* people get good *jobs.* ⟩ *Jobs* are hard to get *today.* ⟩ *Today* is Friday.

Tip: Mit weniger geübten Gruppen kann man dieses Spiel als Satzkette statt Satzkreis durchführen. In diesem Fall braucht man nicht an den Eingangssatz zurückzukommen. Man muß aber mindestens zehn aneinandergereihte Sätze bilden. Dieses Spiel läßt sich auch gut mit Oberstufengruppen spielen.

6. *I Spy with my Little Eye*

Beschreibung: Ein Schüler sucht sich im Klassenraum einen Gegenstand aus, der von den anderen Schülern erraten werden muß. Er beginnt das Spiel, indem er den Anfangsbuchstaben oder die Farbe des Gegenstandes verrät. Er sagt:

– I spy with my little eye something beginning with (*Buchstabe*). Oder:

– I spy with my little eye something (*Farbe*).

Es sollten natürlich nur solche Gegenstände ausgesucht werden, die den Schülern vom Vokabular her bekannt sind. Die Benutzung von Wörterbüchern ist natürlich nicht erlaubt.

Tip: Um das Spiel zu beschleunigen, kann man die Vorschläge, die aus der Klasse kommen, auf fünf begrenzen. Sollte dann keiner den Gegenstand erraten, sucht sich der "Spielleiter" einen weiteren Gegenstand aus. Wenn ein Gegenstand erraten wurde, wechselt der/ die Spielleiter(-in).

Variante: Ein ähnliches Spiel für den Anfangsunterricht ist **Where is it?** Ein Schüler geht vor die Tür. In der Klasse wird ein Gegenstand versteckt, der dem Schüler bekannt ist. Der Schüler wird hereingerufen und muß das Versteck des Gegenstandes erraten. Er fragt: "Is the pen in/on/under the desk/the satchel/...?" Die anderen Schüler antworten im Chor: "Yes, it is" oder "No, it isn't".
Dieses Spiel kann man zur Übung der ersten Präpositionen bzw. des Klassenraumvokabulars einsetzen.

7. *Buzz*

Beschreibung: Die Schüler zählen nacheinander von 1 bis 100 durch. Zahlen, die entweder die Ziffer 7 enthalten oder die durch 7 dividiert werden können, dürfen nicht ausgesprochen werden. Statt dessen muß der jeweilige Schüler *buzz* sagen. Sollte ein Schüler eine Zahl mit 7 nennen bzw. *buzz* falsch einsetzen, dann scheidet er aus. Der Schiedsrichter sagt: *You're out!* Zu Beginn des Spieles können alle Schüler sich hinstellen. Wer ausscheidet, muß sich setzen. Der letzte stehende Schüler hat gewonnen.

Spielablauf:
1 – 2 – 3 – 4 – 5 – 6 – buzz – 8 – 9 – 10 – 11 – 12 – 13 – buzz – 15 – 16 – buzz – 18 – 19 – 20 – buzz – 22 – 23 – 24 – 25 – 26 – buzz – buzz – 29 – 30 – 31 – 32 – 33 – 34 – buzz – 36 – buzz – 38 – 39 – 40 – 41 – buzz – 43 – 44 – 45 – 46 – buzz – 48 – buzz – 50 – 51 – 52 – 53 – 54 – 55 – buzz – buzz – 58 – 59 – 60 – 61 – 62 – buzz – 64 – 65 – 66 – buzz – 68 – 69 – buzz – buzz – buzz – buzz – buzz – buzz – buzz – buzz – buzz – 80 – 81 – 82 – 83 – buzz – 85 – 86 – buzz – 88 – 89 – 90 – buzz – 92 – 93 – 94 – 95 – 96 – buzz – buzz – 99 – 100

Tip: Dieses Spiel muß mit Schwung gespielt werden.

8. *The Telegram Game*

Beschreibung: Schreiben Sie ein Wort senkrecht an die Tafel. Die Schüler sollen nun versuchen, mit den Buchstaben des Wortes ein Telegramm zu schreiben. Der letzte Buchstabe ist immer ein Name. Am besten schreibt jeder Schüler für sich in sein Heft. Die Vorschläge werden dann vorgelesen oder an die Tafel geschrieben.

Beispiel: CHALK Come Home Alice Love Ken

Tip: Dieses Spiel ist auch für Oberstufengruppen geeignet.

9. *Vera Verb, Nancy Noun and Annie Adjective*

Beschreibung: In diesem schnellen Spiel geht es darum, Wörter der drei Arten Verb, Nomen und Adjektiv mit denselben Anfangsbuchstaben zu finden. Es müssen nicht drei Formen eines Stammwortes sein.

Beispiele: B, C, D
- *behave, bed, beautiful*
- *catch, cake, careful*
- *drive, dog, difficult*

Tip: Dieses Spiel ist eher für kleinere Lerngruppen geeignet. Bei lernschwächeren Gruppen kann man geeignete Wörter an der Tafel verstreut vorgeben.

10. *I'm Going to London*

Beschreibung: Der/die Lehrer(-in) gibt den Eingangssatz, zum Beispiel *I'm going to Manchester*, selbst vor. Der erste Schüler nimmt den Anfangsbuchstaben des angegebenen Ortsnamen – also *m* – und benutzt ihn als Anfangsbuchstabe eines Gegenstandes, zum Beispiel *model car*, den die Person ihm mitbringen soll. In einem zweiten Satz sagt derselbe Schüler, wohin er reist, zum Beispiel *I'm going to Brighton*. Der zweite Schüler übernimmt den Anfangsbuchstaben der Ortschaft – also *b* –, und so geht das Spiel weiter.

Beispiel:
Lehrer: I'm going to *E*dinburgh.
1. Schüler: Please bring me some *e*ggs. I'm going to *B*righton.
2. Schüler: Please bring me some *b*ooks. I'm going to *D*ublin.
3. Schüler: Please bring me a *d*esk. I'm going to *A*berdeen.
4. Schüler: Please bring me some *a*pples. I'm going to ...
5. Schüler: ...

Tip: Man kann dieses Spiel nach der Sitzordnung oder auf Meldung des Schülers spielen, je nach Leistungsfähigkeit der Lerngruppe. Es ist besonders geeignet, die Landkarten, die in den meisten Lehrwerken vorhanden sind, einzuführen und

die oft schwierige Aussprache der Ortsnamen zu üben. Bei sehr lernschwachen Gruppen kann man eine Auswahl geeigneter Gegenstände auf der Tafel verstreut vorgeben.

Variante: Bei diesem Spiel können Personen- statt Ortsnamen benutzt werden. Bei lernstärkeren Gruppen kann man *this/these* und mehr als nur einen Namen verwenden lassen.

Beispiel:
Lehrer: I'm going to see *R*oger.
1. Schüler: Please give him this *r*ecord. I'm going to see *B*etty.
2. Schüler: Please give her this *b*ook. I'm going to see *J*ohn.
3. Schüler: Please give him these *j*eans. I'm going to see *A*nn and *S*ally.
4. Schüler: Please give them this *a*pple and these *s*weets. I'm going to ...
5. Schüler: ...

11. I Went to Town

Beschreibung: Jeder Schüler muß wiederholen, was seine Vorgänger "gekauft" haben und einen weiteren Artikel hinzufügen. Dieses Spiel kann entweder gemäß der Sitzordnung oder alphabetisch nach Schülernamen durchgeführt werden.

Beispiel:
Lehrer: I went to town and bought some eggs.
1. Schüler: I went to town and bought some eggs and some bread.
2. Schüler: I went to town and bought some eggs, some bread and some milk.
3. Schüler: I went to town and bought some eggs, some bread, some milk and some biscuits.
4. Schüler: I went to town and bought some eggs, some bread, some milk, some biscuits and some ...

Variante: Eine Variante dieses Spiels ist, die eingekauften Gegenstände in alphabetischer Reihenfolge angeben zu lassen:

Beispiel:
Lehrer: 1 went to town and bought some apples.
1. Schüler: I went to town and bought some apples und some bread.
2. Schüler: I went to town and bought some apples, some bread and some cake.
3. Schüler: I went to town and bought some apples, some bread, some cake an some drink.
4. Schüler: I went to town and bought some apples, some bread, some cake, some drink and some eggs.
5. Schüler: I went to town and bought ...

Weitere Wörter: After Eight chocolates; anoraks; bacon; bags; balloons; bathing costume; beer; biscuits; cabbages; cat food; chickens; chocolates; coke; dog food; doughnuts; dresses; ducks; fish; flowers; fruit; fruit juice; gloves; grapes; handkerchiefs/hankies; hats; ice-cream; jam; jeans; juice; jumpers; Kit-Kat; kittens; knives; lemons; marmalade; meat; nuts; oranges; peas; plants; plums; potatoes; pullovers; Quality Street chocolates; quiz books; rubbers; rulers; second-hand ...; shirts; shoes; shorts; skirts; socks; sweets; toffees; tomatoes; tools; toys; trousers; umbrellas; used cars/...; vegetables; wine; wood; woollen ...; yellow ...; yoghurt; zips/zip-fasteners

Tip: Dieses Spiel ist sehr geeignet zur Einübung und Auffrischung von Namen von Gegenständen, Tieren usw. Es gibt viele Varianten. Auf der einfachsten Ebene muß der Gegenstand im Handel erhältlich sein. Um die Auswahl der Wörter zu erweitern, kann man die Namen von Markenartikeln, zum Beispiel *Quality Street chocolates*, *Pal dog food* usw., zulassen. Ebenso kann man, zum Beispiel bei *y*, die Verwendung eines Adjektivs, also *yellow*, vorschlagen. Um das Spiel zu erschweren, sollte man Wörter aus nur einem Wortfeld, zum Beispiel *food and drink* oder *clothing*, erlauben.

12. *Aunt Mary's Cat*

Beschreibung: Das oben genannte Spiel (Nr. 11) basiert auf *Aunt Mary's Cat*, ein beliebtes Partyspiel aus dem 19. Jahrhundert.

Beispiel:

Lehrer: Aunt Mary's cat was an angry cat.
1. Schüler: Aunt Mary's cat was an angry and a bad cat.
2. Schüler: Aunt Mary's cat was an angry, a bad and a clever cat.
3. Schüler: Aunt Mary's cat was an angry, a bad, a clever and a dangerous cat.
4. Schüler: Aunt Mary's cat was an angry, a bad, a clever, a dangerous and an economical cat.
5. Schüler: Aunt Mary's cat was a angry, a bad, a clever, a dangerous, an economical and a frightful cat.
6. Schüler: Aunt Mary's cat was an angry, a bad, a clever, a dangerous, an economical, a frightful and a grey cat.
7. Schüler: Aunt Mary's cat was an ...

Tip: *Aunt Mary's Cat* ist gut geeignet, um Adjektivdefiziten, vor allem in der Oberstufe, entgegenzuwirken. Um das Spiel zu beschleunigen, kann man selbstverständlich die Wiederholung der vorangegangenen Adjektive weglassen.

Weitere Adjektive: aggressive; alert; amusing; beautiful; bold; boring; brave; brutal; capitalist; careful; careless; cautious; charitable; cheerful; communist;

conscientious; courageous; courteous; critical; cruel; dead; delightful; democratic; difficult; dozy; dreamy; drunken; easy; egoistical; energetic; exotic; fanciful; fast; frank; friendly; frightened; frightening; gorgeous; grateful; great; gregarious; handsome; hard-working; harmless; honest; honourable; hurtful; idle; indolent; intelligent; interesting; jealous; jolly; kind; kind-hearted; lazy; lively; long; loyal; merry; messy; military; mournful; mucky; musical; nervous; nice; noisy; noxious; old; open; operatic; optimistic; pessimistic; pretty; queenly; queer; quick; quiet; racy; reckless; religious; rich; self-confident; selfish; shy; slow; sly; sociable; socialist; sporting; tabby; tidy; tired; true; ugly; untidy; useless; vital; vivacious; weak; weary; yellow; young; zany; zealous; ...

Tip: Um das Spiel zu erleichtern und um sie zu üben, kann man Nationalitäten erlauben:
African; American; Asian; Australian; Austrian; Belgian; Brazilian; British; Canadian; Chinese; Danish; Dutch; English; Ethiopian; Finnish; French; German; Greek; Hispanic; Hungarian; Icelandic; Indian; Irish; Italian; Japanese; Kenyan; New Zealand; Norwegian; Polish; Russian; Scottish; Spanish; South African; Swedish; Turkish; Welsh; Yugoslavian; Zimbabwean; Zulu; ...

13. What Have I Got in My Bag?

Beschreibung: Sie zeigen der Klasse eine Tasche, in der sich ein Gegenstand befindet. Um den Schülern einen Anhaltspunkt zu geben, sagen Sie, um welches Wortfeld es sich handelt.
Dieses Spiel eignet sich, um *have got* und *a/an* zu üben.

Sie fragen: What have I got in my bag?

Die Schüler fragen: Have you got a/an ... in your bag?

Variante: Dieses Spiel ist auch zur Übung von *has got* geeignet, indem die Schüler mehr in die Spielgestaltung einbezogen werden. Sie können sich also gegenseitig befragen.

- What have you got ...?
- What has she/he/Petra/Peter got ...?
- Has she/he/Petra/Peter got ...?
- Have you got ...?

14. Kim Game

Beschreibung: Sie legen 10 – 15 Gegenstände, die der Klasse vokabelmäßig bekannt sind, auf das Pult. Die Schüler versammeln sich um das Pult und schauen sich die Gegenstände etwa eine Minute lang an. Die Gegenstände

werden dann abgedeckt. Die Schüler kehren zu ihren Tischen zurück und notieren sich alle Gegenstände, an die sie sich erinnern können. Der unbestimmte Artikel des jeweiligen Gegenstandes sollte mit aufgeschrieben werden, um den Übungswert dieses Spiels zu steigern.

Variante: Um die Zahlen von eins bis zehn zu üben, kann man die Gegenstände auf etwa sechs reduzieren, aber mehrere Exemplare davon, zum Beispiel vier Bleistifte, sechs Bücher, acht Kugelschreiber, auslegen.

15. What Do You Do?

Beschreibung: Sie schreiben ungefähr acht Sätze an die Tafel. Ein Schüler sucht sich einen Satz aus. Die anderen Schüler versuchen durch Fragen herauszufinden, welchen Satz er/sie sich ausgesucht hat:

Beispielsätze:
- I like fish and chips.
- I always go to bed at ten o'clock.
- I watch TV every weekend.
- I go to school by bus.
- I like doing homework.
- I enjoy reading animal books.

Spiel: Birgit sucht sich *I watch TV every weekend* aus.
Christian: Birgit, do you like fish and chips?
Birgit: No, I don't.
Vera: Birgit, do you always go to bed at ten o'clock?
Birgit: No, I don't.
Klaus: Birgit, do you watch TV every weekend?
Birgit: Yes, I do.
Jetzt sucht sich Klaus einen Satz aus und das Spiel läuft weiter.

Variante: Es ist natürlich auch möglich, verneinte Sätze auf der Tafel vorzugeben.

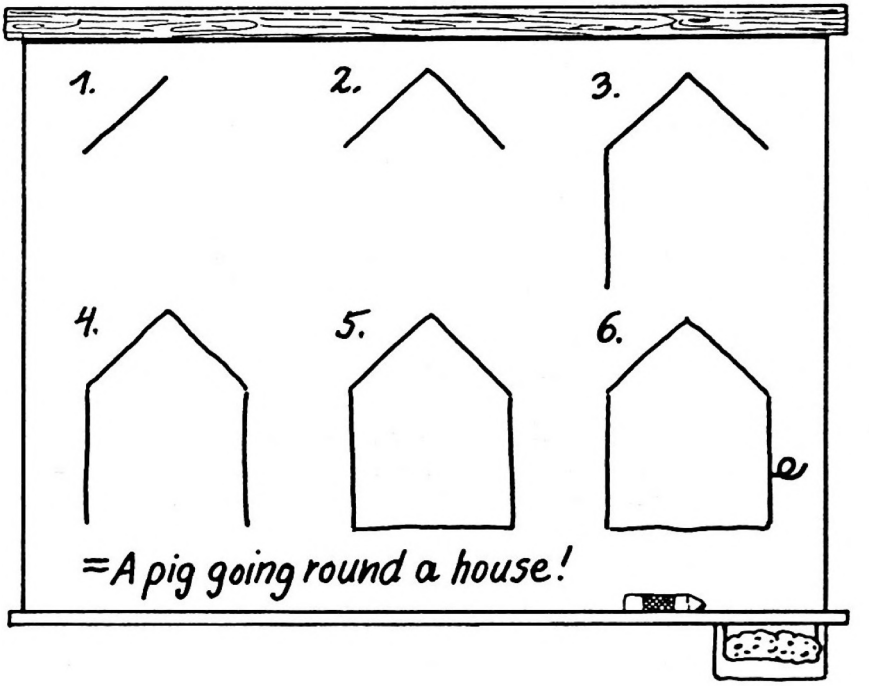
Beispielsätze:
- I don't like TV.
- I don't go swimming very often.
- I don't speak French.
- I don't enjoy doing homework.
- I don't live in London.
- I don't play football at weekends.
- I don't come to school by bike/bus/.../on foot.
- I don't make my bed every day.

Spiel: Rolf sucht sich *I don't speak French* aus.
Birgit: Rolf, don't you like TV?
Rolf: Wrong. I like TV.
Klaus: Rolf, don't you go swimming very often?
Rolf: Wrong. I go swimming very often.
Petra: Rolf, don't you speak French?
Rolf: Right. I don't speak French.
Jetzt sucht sich Petra einen Satz aus.

16. Is it a ...?

Beschreibung: Ein Schüler zeichnet einen Teil oder Ausschnitt eines Gegenstandes oder eines Tieres an die Tafel. Die anderen Schüler sollen nun erraten, worum es sich handelt. Wenn der Gegenstand oder das Tier nach drei bis fünf Fragen noch nicht erraten ist, zeichnet der Schüler ein weiteres Teil an die Tafel. Der Schüler darf natürlich nur solche Gegenstände an die Tafel zeichnen, die er auf Englisch benennen kann. Der Witz des Spiels erhöht sich, wenn der Gegenstand aus einem ungewöhnlichen Blickwinkel gezeigt wird, wie in dem Beispiel.

Vorschläge:



17. *Vocabulary Test*

Beschreibung:

1. Schritt:

Die Lerngruppe sitzt im Kreis. Der Lehrer fragt Vokabeln ab. Wenn ein Schüler das Wort nicht kennt bzw. die Bedeutung falsch angibt, muß er einen Gegenstand von sich in die Mitte legen.

2. Schritt:

Sobald sich acht bis zehn Gegenstände in der Mitte des Kreises befinden, nimmt ein Schüler einen Gegenstand aus der Mitte und fragt einen Mitschüler:

– *Is this yours?*
– *Is this ... yours?*

Der angesprochene Schüler antwortet entsprechend:

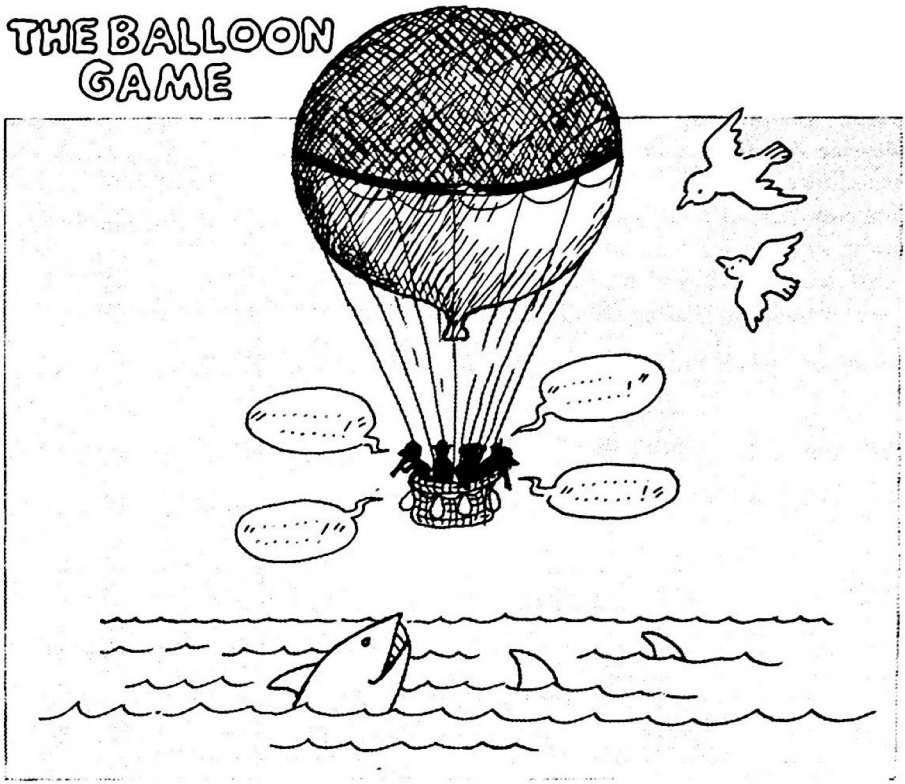
– *Yes, it's mine.*
– *No, it's not mine. It's Birgit's/Christian's/...'s*

18. *The Balloon Game*

Das *Balloon Game* ist für Oberstufengruppen, fortgeschrittene VHS-Gruppen und ähnliche Kurse sehr gut geeignet.

Beschreibung: Vier berühmte Personen befinden sich in der Gondel eines Heißluftballons über einem von hungrigen Haien bevölkerten Seegebiet. Obwohl die vier Passagiere alle beweglichen Gegenstände über Bord werfen, verliert der Ballon langsam an Höhe. Bald wird es klar, daß eine Person in den Tod abspringen muß, um die übrigen drei zu retten. Die vier Passagiere begründen in einer kurzen Rede, warum gerade er oder sie *nicht* abspringen sollte. Am Ende der Reden müssen die Zuhörer entscheiden, wer von den Passagieren geopfert werden sollte, d. h. wer die schwächste Begründung hatte.

Englischsprachige Beschreibung: There are four famous altruists (helpers of the poor and weak)/discoverers/doctors/explorers/human rights activists/industrialists/inventors/philosophers/politicians/religious leaders/scientists/statesmen/... in the basket of a hot air balloon that is drifting across a shark-infested sea. Although the four passengers have thrown everything movable out of the basket, the balloon continues to lose height. It soon becomes clear that one of the four passengers must jump out of the basket into the sea in order to save the lives of the other three. Each of the four passengers gives a short speech saying why he or she ought *not* to be the one to jump. After the speeches the audience decides who should be sacrificed, i.e. who has given the weakest reason for his or her not having to jump.



Vorgehensweise: Der Kurs wird in vier Gruppen aufgeteilt. Jede Gruppe vertritt einen der vier Passagiere. *Alle Mitglieder* einer Gruppe bereiten als Hausaufgabe eine Rede vor. Am Anfang der nächsten Stunde arbeitet jede Gruppe anhand der Redeentwürfe der Mitglieder eine endgültige Rede gemeinsam aus. Die Gruppe wählt einen Sprecher bzw. eine Sprecherin, der/die die Rolle des entsprechenden Passagiers übernimmt. Nun tragen die vier Gruppensprecher die Reden vor der gesamten Klasse vor.

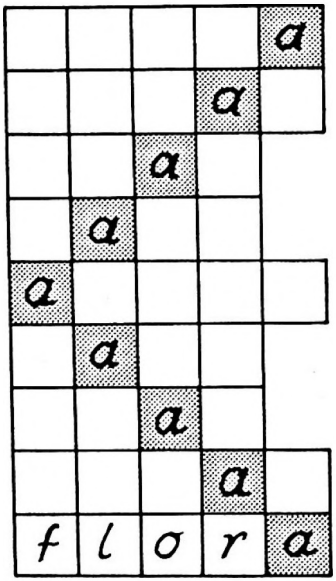
Nach den Reden kann unterschiedlich verfahren werden:

- Anhand der Reden wählen die Zuhörer diejenige Person, die abspringen sollte.
- Ein paar Zuhörer sagen, wer abspringen sollte und warum. Zuhörer, die einer anderen Meinung sind, können dann ihre Argumente vortragen. Am Ende dieser Diskussionsphase wird wie oben gewählt.
- Mehrere Zuhörer können sagen, wer von den Passagieren unbedingt ***nicht*** abspringen sollte und warum. Andere Zuhörer können zustimmen oder eine andere Meinung vertreten. Es wird dann wie oben gewählt.

Tip: Wenn dieses Spiel mißlingt, liegt es meistens an der ungeschickten Auswahl der Gondelpassagiere oder an unzureichender Vorbereitung. Es ist außerordentlich wichtig, daß die vier zur Debatte stehenden Persönlichkeiten mehr oder wenig "gleichwertig" sind. Am besten sollten sie denselben Beruf ausüben oder dieselbe Berufung haben. Sie sollten auch wirklich bekannt sein, da sonst eine gründliche Vorbereitung kaum möglich ist. Sie sollten bekannt genug sein, einen längeren Artikel in den gängigen Lexika zu verdienen. Es ist nicht unbedingt nötig, sich auf noch lebende Personen zu beschränken, aber sie sollten mindestens demselben Zeitalter angehören. Künstler, Schauspieler usw. ergeben keine guten Passagiere, da eine Beurteilung ihres Wertes oft rein subjektiv ist.

Puzzles (schriftliche Spiele)

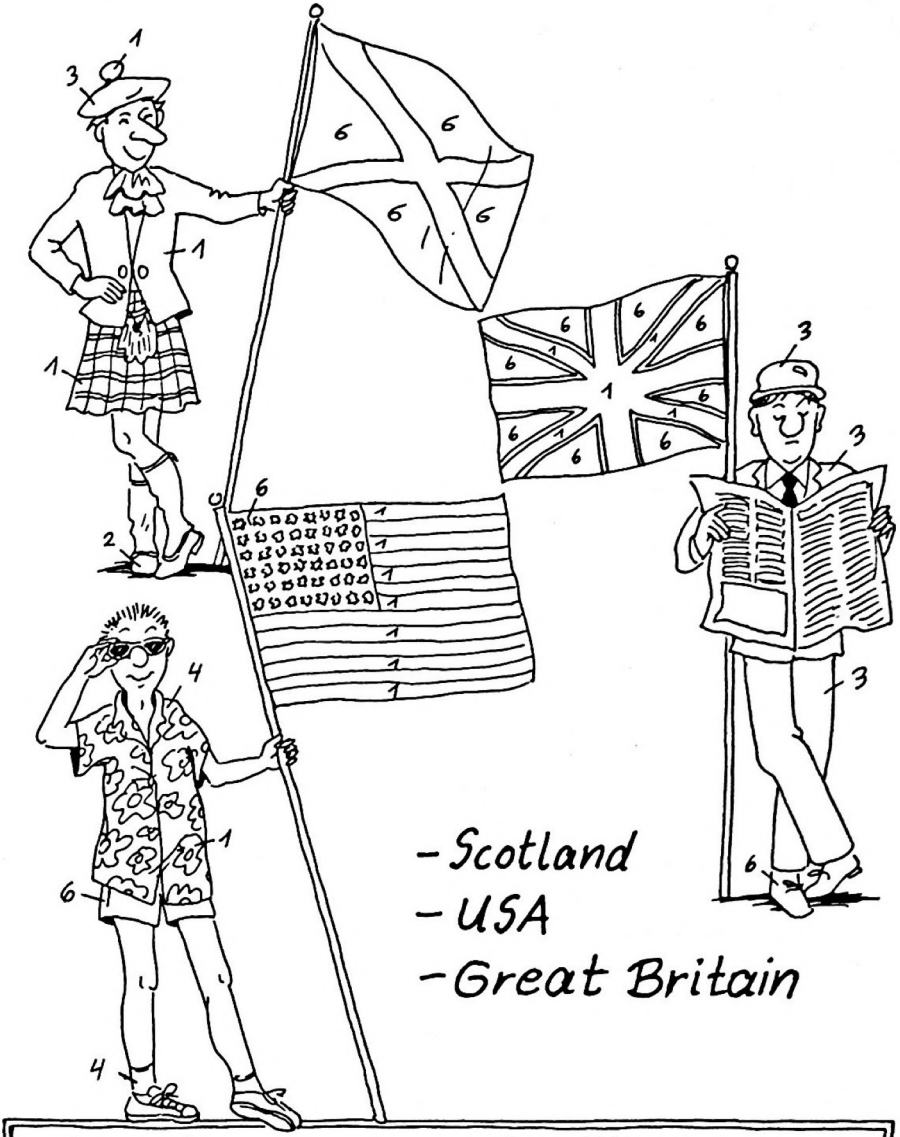
1. *Words with an "A", a "B", ...*



c	o	c	o	a
s	a	l	a	d
r	o	a	d	
b	a	l	l	
a	p	p	l	e
h	a	n	d	
b	o	a	t	
b	r	e	a	d
f	l	o	r	a

Beschreibung: Dieses Puzzle ist ein Art Kreuzworträtsel. Sie geben den Schülern ein Raster mit Muster, wie in der Grafik dargestellt. Die Schüler sollen nun Wörter finden, die so in das Raster eingetragen werden müssen, daß der vorgegebene Buchstabe in das Muster paßt. Es gibt manchmal mehrere Lösungen. Sollte es Lücken geben, die von den Schülern nicht ausgefüllt werden können, dann sollte das Wort vorgegeben werden.

2. *Fill in the Colours*



Beschreibung: Nehmen Sie eine Strichzeichnung, zum Beispiel die Flagge von den Vereinigten Staaten, England, Großbritannien, Irland, Schottland oder Wales. Numerieren Sie die verschiedenen Farbfelder. Felder derselben Farbe bekommen dieselbe Nummer. Die Schüler sollen jetzt die Flagge ausmalen und sagen, um welche Nationalflagge es sich handelt.

Weitere geeignete Motive: Figuren aus dem Lehrwerk; Fußballtrikots; Märchenmotive; Obst und Gemüse; Comicfiguren; einfache Landkarten; Straßenszenen mit Verkehr; Gärten; Parks; Strandszenen; Häuserreihe; Tiere; Musikinstrumente; ...

Tip: Für Kollegen, die selbst nicht gut zeichnen können, sind die vielen im Handel erhältlichen Malbücher für Kleinkinder sehr hilfreich. Man kann auch natürlich ein Sammelbild aus Motiven von mehreren Blättern zusammenstellen.

3. *Column Puzzle*

Beschreibung: In diesem Puzzle soll ein Lösungswort – senkrecht angeordnet – herausgefunden werden. Die einzelnen waagerecht einzutragenden Wörter können auf verschiedene Weise erfragt werden:

a) mit Hilfe von Zeichnungen (für Lehrer, die gerne oder gut zeichnen);
b) die deutsche Bedeutung der zu findenden Wörter wird gegeben (für lernschwächere Gruppen);
c) die gefragten Wörter sollen durch einen englischen Lückensatz gefunden werden (für lernstärkere Schüler).

Man kann bei diesem Puzzle Wörter nur aus einem bestimmten Wortfeld nehmen oder gemischt abfragen.

Variante: Folgende Variante dieses Puzzles bietet sich an, wenn man es spontan und ohne vorbereitetes Raster spielen möchte. Man schreibt das Lösungswort senkrecht an die Tafel. Die Schüler sollen nun die waagerecht notwendigen Wörter finden. Den Weg dahin kann man – je nach Lerngruppe – wie oben beschrieben auswählen.

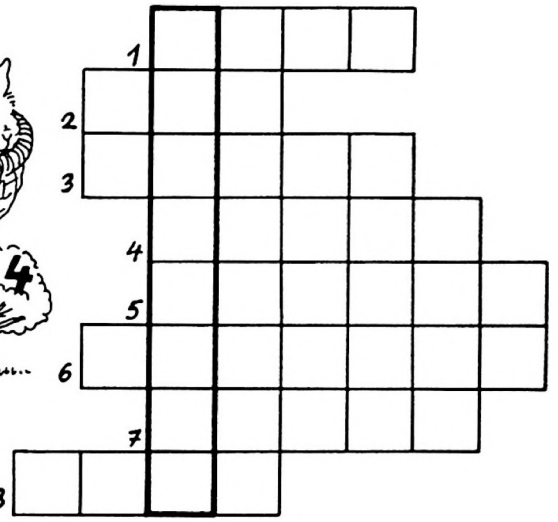
Beispiele:

a. *gemischte Wortgruppen:*

1. F O O T
2. B O Y
3. L O R R Y
4. T R E E S
5. B A S K E T
6. R A B B I T S
7. L A M P S
8. B A L L

Clues:

1. The English word for *Fuß* is _____.
2. Pat Brown isn't a girl. He's a _____.
3. The English word for *Lastwagen* is _____.
4. There are lots of _____ in the wood.
5. Our dog sleeps in a b_____.
6. Lots of people eat chocolate r_____s at Easter.
7. Don't ride your bike in the dark without _____.
8. Tennis, golf, polo and basketball are all _____ games.



b. *Wortfeld Straßen und Verkehr:*

1.					R	O	A	D				
2.				L	O	R	R	Y				
3.				B	U	S						
4.			V	A	N							
5.					D	R	I	V	E	R		
6.				C	A	R	S					
7.					B	I	K	E				
8.				P	O	L	I	C	E	M	E	N
9.				T	U	B	E					
10.	S	T	R	E	E	T						

Clues:

1. The German word *Straße* sometimes means "street" and it sometimes means "_____".

2. A _____ is a big vehicle that carries heavy things from one place to another.

3. If you want to catch a _____, you must wait at a special stop at the side of the road.

4. The English word for *Lieferwagen* is _____.

5. The person who drives a car is called the _____.

6. The sixth word in fifth clue is _____.

7. I must walk to school today because my _____ is broken.

8. British _____ wear dark blue uniforms and funny hats.

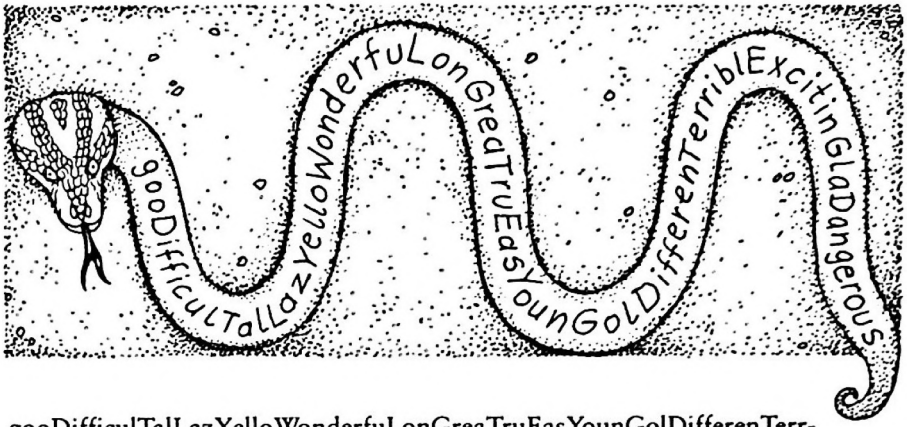
9. Another word for the London underground railway is the _____.

10. The British prime minister lives at 10 Downing _____.

4. A Word Snake

Beschreibung: Diese Wortschlange entsteht, indem der Endbuchstabe eines Wortes als Anfangsbuchstabe für ein neues Wort genommen wird. Je länger die Schlange wird, um so besser. Jedes Wort darf nur einmal benutzt werden. Auch hier kann man eine Vorgabe machen, wie zum Beispiel möglichst viele Wörter aus dem Wortfeld *Animals* zu nehmen. Diese Begrenzung der verwendbaren Wörter ist jedoch schwierig wegen der Endbuchstaben. Das Wortfeld *Sport* zum Beispiel funktioniert kaum. Aus diesem Grund empfehlen wir, das Puzzle entweder völlig frei machen zu lassen (lernschwächere Gruppen) oder nach Wortarten, zum Beispiel nur Verben, nur Adjektive oder Nomen. Rein graphisch gesehen, funktioniert die Wortschlange auch als Wortschnecke, d.h. von innen nach außen zu schreiben.

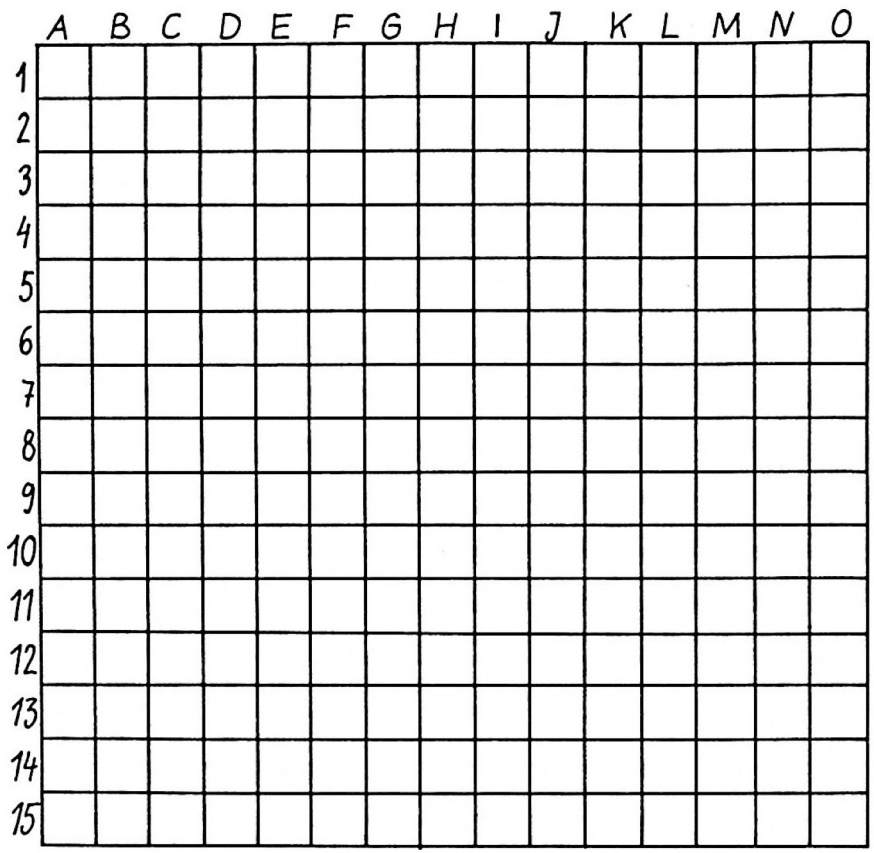
Beispiel: Nur Adjektive



gooDifficulTalLazYelloWonderfuLonGreaTruEasYounGolDifferenTerr-
iblExcitinGlaDangerouSmalLouDeePolitEmpty

5. Lettersquare

Beschreibung: Aus einem ausgefüllten Buchstabenraster sollen versteckte Wörter gefunden werden. Zunächst legt man sich ein Modell dieses Rasters an. Ein Beispiel für ein 15stelliges Buchstabenraster mit versteckten Wörtern, hier Körperteile, findet sich auf den nächsten Seiten.
Dann trägt man die zu suchenden 15 Wörter ein. Man kann diese Wörter sowohl waagerecht, senkrecht, diagonal, rückwärts oder vorwärts eintragen. Derselbe Buchstabe kann auch in zwei sich kreuzenden Wörtern benutzt werden. Dann füllen Sie die restlichen Felder beliebig mit sämtlichen Buchstaben des Alphabets aus. Die versteckten Wörter können aus einem Wortfeld stammen oder nur unregelmäßige Verben, *past participle* oder zum Beispiel positive Adjektive sein.



Diese Art Puzzle ist sehr variabel und kann gut dem jeweiligen Unterrichtsgegenstand angepaßt werden.

Tip: Auf der einfachsten Ebene kann man die Suchwörter und die benutzte Eintragungsrichtung vorgeben, oder man kann gemeinsam mit den Schülern die zu suchenden Wörter erst auswählen. Die *clues* können auch wiederum nach Schwierigkeit gestuft werden. Man kann mit Bildern arbeiten, mit der deutschen Bedeutung der zu suchenden Wörter oder mit mehr oder weniger schwierigen Lückensätzen oder Definitionen.

Beispiele:

a. Wortfeld *Animals*, ohne *clues*:

The names of 12 animals are hidden in the lettersquare. Can you find them?

BUDGIE – CAT – COW – DOG – ELEPHANT – FROG – GOLDFISH – HAMSTER – HORSE – PIG – SNAKE – TORTOISE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	M	A	M	H	J	S	G	F	G	R	E	I	T	H	B
2	W	I	R	F	E	E	T	W	Q	J	S	R	A	E	I
3	B	V	N	L	I	D	X	C	X	E	H	D	O	Y	R
4	X	J	Q	H	F	W	O	U	K	V	R	S	F	E	C
5	C	S	X	P	G	E	G	P	N	Y	T	X	W	Q	Y
6	U	N	H	E	A	D	R	A	E	V	Y	Q	D	G	B
7	Y	T	W	O	R	R	D	I	O	M	D	N	P	B	Q
8	A	F	U	F	M	P	N	C	A	C	A	Z	A	K	P
9	P	L	Q	O	S	P	V	M	D	H	F	N	J	S	U
10	R	N	E	H	O	S	Q	Z	G	I	U	B	L	R	H
11	Z	U	S	G	B	K	K	L	K	N	E	E	I	E	T
12	S	N	O	C	M	E	Q	V	A	I	R	T	A	G	G
13	E	Z	N	L	V	E	Y	H	T	U	O	M	S	N	S
14	X	D	M	G	L	H	Y	T	O	F	Z	B	U	I	J
15	H	V	W	A	L	C	K	K	E	C	J	M	K	F	A

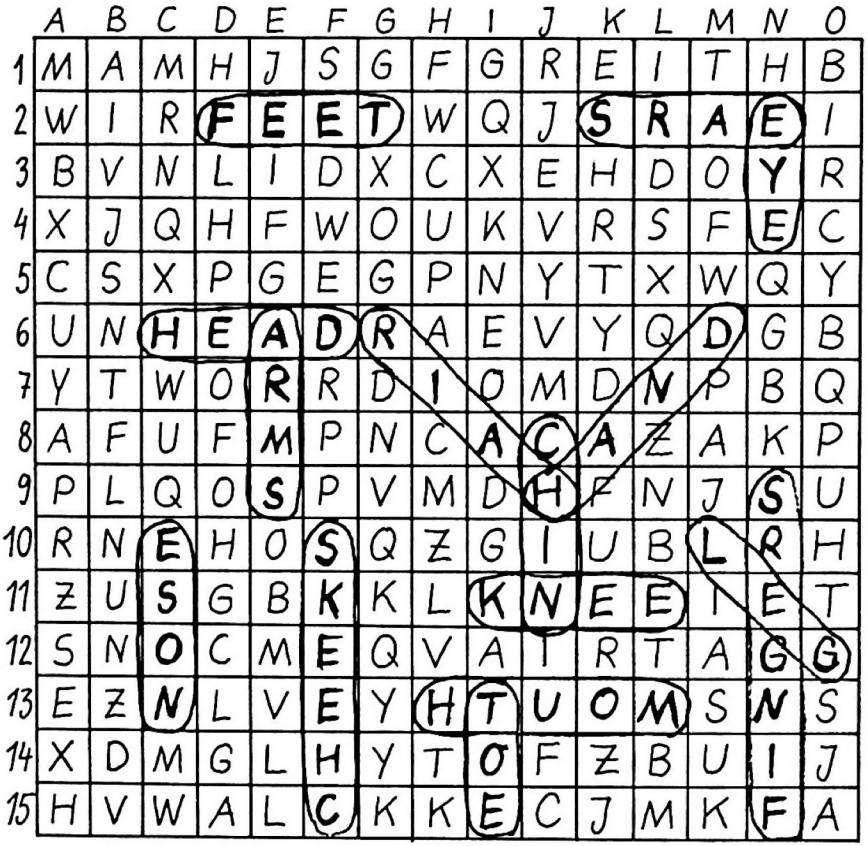
b. *Past participles*, mit *clues*:

The past participles of the 15 verbs below are hidden in the lettersquare. Can you find them all?

BEEN – CAUGHT – DONE – EATEN – EMPTIED – FOUND – GONE – HELD – KNOWN – LOOKED – PUT – SHOWN – TAUGHT – THOUGHT – WATCHED

Clues:

be; catch; do; eat; empty; find; go; hold; know; look; put; show; teach; think; watch


A B C D E F G H I J K L M N O
1 M A M H J S G F G R E I T H B
2 W I R F E E T W Q J S R A E I
3 B V N L I D X C X E H D O Y R
4 X J Q H F W O U K V R S F E C
5 C S X P G E G P N Y T X W Q Y
6 U N H E A D R A E V Y Q D G B
7 Y T W O R R D I O M D N P B Q
8 A F U F M P N C A C A Z A K P
9 P L Q O S P V M D H F N J S U
10 R N E H O S Q Z G I U B L R H
11 Z U S G B K K L K N E E I E T
12 S N O C M E Q V A T R T A G G
13 E Z N L V E Y H T U O M S N S
14 X D M G L H Y T O F Z B U I J
15 H V W A L C K K E C J M K F A

6. *Odd Man Out*

Beschreibung: Sie geben fünf Wörter vor, wovon ein Wort nicht zu den anderen paßt, inhaltlich nicht, oder weil es zum Beispiel mit einem anderen Buchstaben beginnt. Für lernschwächere Schüler empfiehlt sich, die fünf Wörter an die Tafel zu schreiben. Mit lernstärkeren Schülern kann man es ruhig mündlich spielen.

Beispiele:

1. post office, station, book, hospital, cinema
2. dog, lion, tiger, parrot, elephant
3. Africa, Italy, Asia, Europe, Australia
4. green, young, yellow, brown, blue
5. garden, green, grass, apple, giraffe
6. polo, cricket, golf, soccer, horse
7. ruler, biro, pencil, rubber, knife
8. bike, train, car, lorry, bus
9. bread, butter, honey, beef, biscuit

Lösung:

1. *Book* is the odd man out because it's not a building.
2. *Parrot* is the odd man out because it's a bird.
3. *Europe* is the odd man out because it isn't a country.
4. *Young* is the odd man out because it isn't a colour.
5. *Apple* is the odd man out because it doesn't begin with "g".
6. *Horse* is the odd man out because it's an animal.
7. *Knife* is the odd man out because you don't use it at school.
8. *Train* is the odd man out because it can't go on the road.
9. *Honey* is the odd man out because it doesn't begin with "b".

7. *Make Lists*

Beschreibung: Sie geben den Schülern an der Tafel oder auf einem Arbeitsblatt 20 bis 30 Wörter verstreut aus drei bis fünf verschiedenen Wortfeldern vor. Die Schüler sollen nun die Wörter in Listen sortieren und den entsprechenden Oberbegriff für das Wortfeld finden.

rubber- dog - sister - uncle - exercise-book - chalk - hamster - duster - aunt - blackboard - sharpener - mother - brother - desk - rabbit - bird - map - guinea-pig - baby - father - cat - ruler - rubber

Weitere Vorschläge:

Wortfelder Kleidung, Verkehrswesen, Freizeit:
basketball – blouse – bus-stop – coat – dancing – drawing – ferry – football boots – gloves – hat – lorry – modelling – reading – scarf – skateboard – stamp-collecting – tie – train – tube – van – walking

Wortfelder Essen und Getränke, Körperteile, Beruf:
ambulance – arm – biscuits – bread – cakes – dentist – finger – knee – hair – leg – lemonade – meal – meat – mechanic – neck – police station – shoulder – teacher – toes – tools – vegetables – wine

Wortfelder Haushalt, Schule, Sport:
atlas – ball – blackboard – chalk – coach – cooker – desk – dusting – exercise – goal – homework – kitchen – lesson – pitch – race – racket – register – rubbish bin – saucepan – shopping – sink – stadium – textbook – track

Positive und negative Eigenschaften (Adjektive):
bad – bad-tempered – boring – cruel – difficult – good – friendly – generous – good-natured – greedy – hard-working – helpful – honest – interesting – kind – lazy – lovely – mean – miserly – nasty – open – pretty – reliable – sly – sunny – tolerant – ugly – unkind

Weitere Wortfelder, Seite 59.

8. *Two Stories in One*

Beschreibung: Diese puzzleartige Übung ist hauptsächlich für lernstärkere Gruppen ab Mitte des zweiten Lernjahres gedacht. Sie nehmen jeweils zehn Sätze aus zwei verschiedenen Geschichten und vermischen die 20 Sätze. Die Schüler sollen nun herausfinden, welche Sätze zu welcher Geschichte gehören, und dann beide Geschichten aufschreiben.

Beispiel: Die folgenden zwei Texte über Urlaube bestehen aus jeweils sieben Sätzen. Ein Text ist über Familie Cobb, die nach Italien fuhr; der andere ist über die Scotts, die zu Hause in Birmingham geblieben sind. Die Texte sind durcheinander geraten.

Die Schüler sollen:
a. die Sätze einem der beiden Texte zuordnen,
b. die Sätze des jeweiligen Textes so in die richtige Reihenfolge bringen, daß eine sinnvolle Geschichte entsteht.

Tip: Diese Art Übung ist durchaus sowohl in leistungsschwachen Lerngruppen als auch im Anfangsunterricht einzusetzen. Man kann zum Beispiel bekannte Lehrwerktexte verwenden, Dialoge oder Texte im *simple present* – auch kurze Geschichten zu Bildern (Bilder als visuelle Unterstützung) sind denkbar.

[ ] They had lovely Italian ice-cream when their parents had wine.
[ ] Sometimes they ate in nice restaurants because then Mrs Scott did not have to cook so much.
[ ] Every day they had a great time playing on the beach and swimming in the warm sea.
[ ] The Scotts didn't go away on holiday.
[ ] Mr and Mrs Cobb liked to have some wine at the cafés.
[ ] But on two evenings they went to the cinema and to the circus in Warwick.
[ ] The Cobbs went on holiday to Rimini in Italy.
[ ] During the day they often went to interesting places near Birmingham.
[ ] They stayed at home in Birmingham.
[ ] The Cobbs really enjoyed the Italian food at the hotel.
[ ] Every evening they walked around the old part of Rimini.
[ ] In the evenings they usually stayed at home and played games or watched TV.

[ ] But they still enjoyed themselves a lot.
[ ] The children didn't have any wine, of course.

Lösung: The Cobbs went on holiday to Rimini in Italy. Every day they had a great time playing on the beach and swimming in the warm sea. The Cobbs really enjoyed the Italian food at the hotel. Every evening they walked around the old part of Rimini. Mr and Mrs Cobb liked to have some wine at the cafés. The children didn't have any wine, of course. They had lovely Italian ice-cream when their parents had wine.

The Scotts
The Scotts didn't go away on holiday. They stayed at home in Birmingham. But they still enjoyed themselves a lot. During the day they often went to interesting places near Birmingham. Sometimes they ate in nice restaurants because then Mrs Scott did not have to cook so much. In the evenings they usually stayed at home and played games or watched TV. But on two evenings they went to the cinema and to the circus in Warwick.

9. *Mixed-up or Scrambled Text*

Beschreibung: Diese Geschichte über Mr Snow hat 18 Sätze. Die Schüler sollen den richtigen Text wiederherstellen, indem sie die Sätze in die richtige Reihenfolge bringen. Vom Ablauf her ist nur eine Lösung möglich. Ohne jegliche Lenkung ist das Puzzle relativ schwierig. Man kann es natürlich stufenweise leichtermachen, indem man bis zu vier Ziffern vorgibt.

Mr Snow's Bad Day
[ ] Mr Snow had now missed his bus and his right foot was hurting badly.
[ ] There was a big notice on the station door.
[ ] Mr Snow got a taxi and told the driver where to go.
[ ] He got up, shaved and went into the kitchen to make himself some tea.
[ ] But someone bumped into him on the crowded pavement and poor Mr Snow fell to the ground.
[ ] "Now, I'm going to be late for work," Mr Snow said to himself as he read the notice.
[ ] He left the house without having any breakfast and walked down the road to the station.
[ ] As soon as he woke up, Mr Snow knew that it was going to be a bad day.
[ ] Had he left it at home, or was the man who bumped into him a pickpocket?
[ ] When he got off the train, he ran to the bus-stop outside the station.
[ ] When the next train at last came, it was very crowded.
[ ] "Sorry, mate," said the man, as he helped Mr Snow to his feet.
[ ] "Oh dear," he said, "now I'll have to take a taxi."

[ ] When they at last arrived at Mr Snow's office, the driver said: "That will be £7.50, please, sir."
[ ] And then he remembered: he had forgotten to buy some tea and some bread on his way home the night before.
[ ] THE 7.45 TRAIN TO WATERLOO HAS BEEN CANCELLED BECAUSE OF WORK ON THE LINE AT CLAPHAM, it said.
[ ] Mr Snow felt in his pocket for his wallet, but it was not there.
[ ] Mr Snow had to stand all the way to Waterloo.

Lösung: (von oben nach unten) 13 – 3 – 15 – 2 – 11 – 7 – 4 – 1 – 18 – 10 – 8 – 12 – 14 – 16 – 3 – 6 – 17 – 9

As soon as he woke up, Mr Snow knew that it was going to be a bad day. He got up, shaved and went into the kitchen to make himself some tea. And then he remembered: he had forgotten to buy some tea and some bread on his way home the night before. He left the house without having any breakfast and walked down the road to the station. There was a big notice on the station door. THE 7.45 TRAIN TO WATERLOO HAS BEEN CANCELLED BECAUSE OF WORK ON THE LINE AT CLAPHAM, it said. "Now, I'm going to be late for work," Mr Snow said to himself as he read the notice. When the next train at last came, it was very crowded. Mr Snow had to stand all the way to Waterloo. When he got off the train, he ran to the bus-stop outside the station. But someone bumped into him on the crowded pavement and poor Mr Snow fell to the ground. "Sorry, mate," said the man, as he helped Mr Snow to his feet. Mr Snow had now missed his bus and his right foot was hurting badly. "Oh dear," he said, "now I'll have to take a taxi." Mr Snow got a taxi and told the driver where to go. When they at last arrived at Mr Snow's office, the driver said: "That will be £7.50, please, sir." Mr Snow felt in his pocket for his wallet, but it was not there. Had he left it at home, or was the man who bumped into him a pickpocket?

10. Words That Go Together

Beschreibung: In diesem Puzzle sollen die Schüler Wortpaare finden, die häufig oder normalerweise zusammengehören (*collocations*). Die beiden Teile des Wortpaares werden entweder in zwei Spalten oder in zwei Kästchen gut geschüttelt angegeben.

Beispiel:

train	teacher	tin	board	fruit	cage
English	opener	notice	star	town	cake
pop	park	car	officer	customs	pan
frying	driver	toilet	roll	budgie	hall

Weitere Vorschläge:
bus + driver – underground + train – Tower + Bridge – English + teacher – adventure + story – radio + programme – disc + jockey – folk + music – guitar + music – basketball + player – food + mixer – vacuum + cleaner – TV + set – cassette + recorder – town + centre – police + car – railway + station – bus + stop – main + road – New + York – lorry + driver – bird's + cage – lamb + chop – irregular + verb – past + tense – table + tennis – rubbish + bin – post + office – town + hall – swimming + pool – football + team – prime + minister – pedestrian + precinct – zebra + crossing – car + mechanic – film + star – newspaper + report – high + school – cotton + wool – washing + machine – control + tower – coach/lorry + park – traffic + lights – milk + jug – youth + club – coffee + maker – fruit + tree – meat + pie – apple + cake – milk + shake – sausage + roll – chocolate + biscuit – orange + juice – ice + cream – rocking + chair – musical + instrument – youth + hostel – guest + house – hotel + room – jet + pilot – Channel + tunnel – River + Thames – Cambridge + University – Hyde + Park – relative + pronoun – present + participle ...

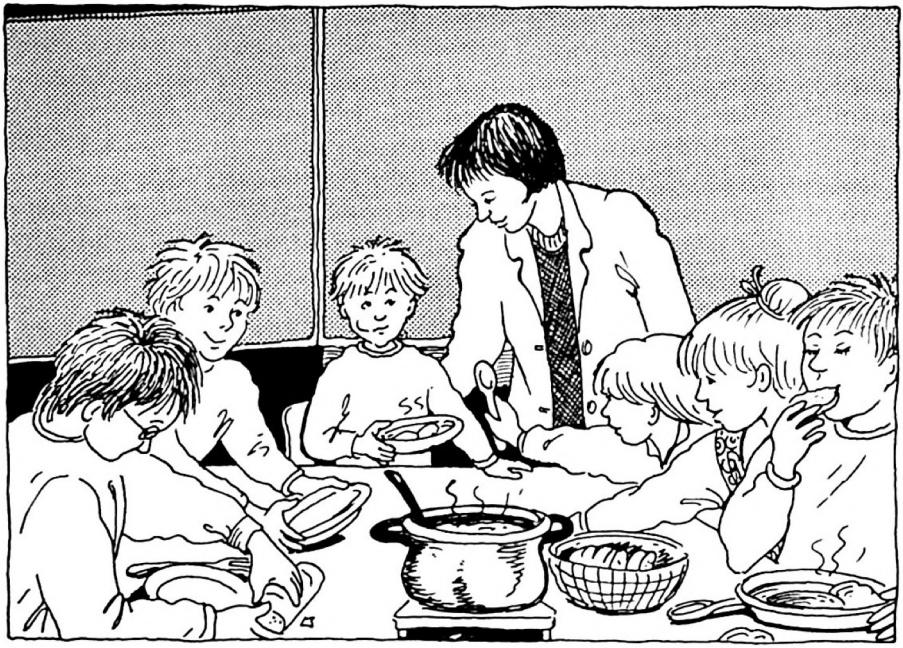
Variante: Man kann dieses Puzzle auch gezielter machen lassen. Sie können zum Beispiel die Wortpaare nur aus einem bestimmten Wortfeld nehmen oder sie auf Personen- bzw. Ortsnamen oder Namen von Sehenswürdigkeiten beschränken.

Vorschläge:
a. *Wortfeld Sport:*
football match – sports stadium – running track – basketball player – heavyweight boxer – cricket champion – tennis coach – table tennis – darts competition – billiards/snooker table – bowling centre – diving board – changing rooms – World Cup – sports equipment – practice match – training session – winning team – losing side – centre forward – wing threequarter – rugby football – American football – club manager – prize money – golf championship – ...

b. *Sehenswürdigkeiten in und um London*
Marble Arch – Tower Bridge – Buckingham Palace – Windsor Castle – Eton College – Science Museum – Kensington Palace – Hyde Park – St Paul's Cathedral – Madam Tussaud's – Piccadilly Circus – Carnaby Street – King's Road – Portobello Road – Shepherd's Market – Albert Hall – National Theatre – Nelson's Column – Trafalgar Square – Houses of / Parliament – Big Ben – Parliament Square – Tower of / London – Post Office / Tower – Oxford Street – London Zoo – Natural Science / Museum – Victoria and Albert / Museum ...

c. *Amerikanische Persönlichkeiten*
Martin Luther – King – John F. – Kennedy – Abraham – Lincoln – George – Washington – Thomas – Jefferson – Ernest – Hemingway – General – Eisenhower – Michael – Jackson – Humphrey – Bogart – Richard – Nixon – Mark – Twain – Leonard – Bernstein – Jane – Fonda – Marilyn – Monroe ...

Kapitel 3:
Kochrezepte aus englischsprachigen Ländern



Der teilweise berechtigte schlechte Ruf der englischen Küche bezieht sich eigentlich auf das Essensangebot in Restaurants der mittleren Preisklasse. Es gibt in der Tat nur sehr wenige Restaurants in Großbritannien, Irland oder den USA, die etwa mit den deutsch-österreichischen Speisegaststätten oder den französischen *Routier*-Häusern zu vergleichen sind. Es ist jedoch wichtig, zwischen dem Restaurantangebot und dem Essen zu Hause (*home cooking*) zu unterscheiden. Diejenigen, die schon einmal länger Gast einer traditionellen britischen oder irischen Familie waren, können dies sicherlich bestätigen. Die britische und amerikanische Regionalküche bietet viele leckere und geschichtlich interessante Gerichte an.

Mit Schülern kochen zu wollen, wirft oft praktische Probleme auf. Viele Schulen sind immer noch nicht mit einer geeigneten Mehrplatzküche ausgestattet; die Lehrpläne sind inzwischen so überfrachtet, daß es wenig Zeit für lehrplanabweichende Aktivitäten gibt; der Aufwand, alles erst einzukaufen, abzurechnen und

dann wieder wegzuräumen, steht manchmal in keinem Verhältnis zu dem eigentlichen Gewinn. Dazu kommt die Schwierigkeit, die Zeit, während das Gericht gart, sinnvoll zu überbrücken.
Wir wollen trotzdem hier Kochrezepte präsentieren. Es gibt vier Gründe dafür:

1) Trotz der oben erwähnten Schwierigkeiten gibt es eine Reihe von einfachen Gerichten, die durchaus mit einem Ein- oder Zweiplatten-Kocher direkt im Klassenzimmer zubereitet werden können. (Wasser ist meistens vorhanden.)
2) Einige Gerichte eignen sich gut für Projektwochen, Schulfeste, Klassenfeten oder sogar Elternabende.
3) Alle diese Rezepte können Sie auch außerhalb der Schule zu Hause ausprobieren. Mehrere davon sind zum Beispiel für Kindergeburtstage usw. gut geeignet.
4) In der Oberstufe können Kochrezepte auch für die Vorbereitung einer Studienfahrt nützlich sein.

Aus diesen Gründen haben wir die Rezepte nach folgenden Gesichtspunkten ausgewählt:

a) Die Zutaten sind in Deutschland leicht erhältlich.
b) Vorbereitung und Kochen bereiten keinen großen Aufwand.
c) Die Zutaten sind im großen und ganzen preisgünstig. Einige Gerichte können aus Resten von gestern (*leftovers*) zubereitet werden.
d) Sie sind beliebt, insbesondere bei Kindern. (Die Autoren haben alle Gerichte mit ihren eigenen Kindern bzw. ihren Schülern getestet und festgestellt, daß alle begeistert waren.)

Wie kann man Kochrezepte im Unterricht einsetzen?

a) Aus der Perspektive der Verfasserintention ist das Kochrezept ein Beispiel der Textkategorie *User Instructions*. Es weist all die sprachlichen Merkmale der Intention solcher Texte auf (Anwendung des Imperativs, häufige Verwendung von gewissen präpositionalen Redewendungen usw.). Man kann also Rezepte als normale, geschriebene Texte zur Analyse der Verfasserintention im Unterricht behandeln.
b) Kochrezepte eignen sich gut zur Übung bestimmter Strukturen und Lexik, zum Beispiel
   - **Expressions of General Quantity** wie *some ..., a little ..., plenty of ..., a few ..., a lot of ...* etc.
   - **Expressions of Specific Quantity** wie *a spoonful of ..., half a cup of ..., a pinch of ..., a slice of ..., a dozen ..., three ...* etc.
   - **Weights and Measures** wie *half a pound of ..., a litre of ..., a quart of ...* etc.

c) Essen und Eßgewohnheiten sind kulturell von großer Bedeutung. Aus diesem Grund sind gerade Kochrezepte aus landeskundlicher Sicht besonders geeignet, um die landesspezifischen Lebensgewohnheiten zu verdeutlichen.
Beispiele für die landeskundliche Bedeutung von Getränken und Speisen wären:
- tea (India, North American colonies, late 19th century industrial Britain)
- curry (India, contemporary Britain)
- potato dishes (19th century Ireland)
- cooked breakfast (19th century Britain, contemporary "Tourist Britain")
- lamb/mutton dishes (medieval England, contemporary Australia and New Zealand)

d) Es gibt auch einige Rezepte, die man zur Ergänzung von entsprechenden landeskundlichen Themen direkt im Klassenzimmer realisieren kann. Die folgenden Rezepte aus der Sammlung sind für diesen Zweck – ohne große Mühe – geeignet:
- Cowboy's Breakfast (USA)
- Crispy Cornflakes (GB)
- Tea (GB, Commonwealth)
- Basic British breakfast (GB, Commonwealth)

Häufig jedoch ist es selbstverständlich sinnvoll, das Gericht entweder ganz oder teilweise zu Hause zuzubereiten und dann in der Schule nur zu besprechen und zu essen.

The Recipes
Savoury dishes (herzhafte Gerichte)

1. Bubble n'Squeak

Herkunft: Ursprünglich ein Arbeitergericht aus dem Industriegebiet Nordenglands

Ingredients:
- mashed potatoes
- cooked white cabbage
- salt and white pepper
- oil or lard (*Fett*)

Measures:
- As the ingredients are pre-cooked, there is little loss by weight or mass during frying. For an average children's portion, use about three spoonfuls of mashed potato and four spoonfuls of white cabbage.

Utensils:
- heavy frying pan, ideally non-stick (*antihaft*)
- wooden spoon or slice (*Pfannenwender*)

Method:
- heat the oil or lard in pan
- put equal quantities of potato and cabbage into pan and mix well
- salt and pepper well (Don't forget that if you're using leftovers [*Reste vom Vortag*], these will already be salted and peppered)
- fry over medium heat until brown, as you would *Bratkartoffel* or *Rösti.*

Serving:
- Bubble n'Squeak is eaten alone.

Time needed: 15 minutes frying time

Cost: If you use leftovers, the cost is very low.

Good points:
- a good way of using up leftovers
- very easy and quick to make
- popular, especially among children
- very filling
- vegetarian

Bad points:
- fattening
- requires continuous presence of cook in the kitchen as the mixture must be turned regularly

2. *Cowboy's Breakfast*

Herkunft: Westen der USA. Dieses einfache, schnell vorzubereitende und äußerst nahrhafte Gericht war die Grundnahrung der Cowboys, wenn sie wochenlang unterwegs waren, um das Vieh einzutreiben und zum *railhead* zu bringen.

Ingredients:
- standard (340 g) tin US-style corned beef, which generally comes from Argentina or Brazil (Do NOT try this recipe with German-style jellied corned beef – it tastes awful.)
- standard tin (8 oz/240 g) British-style baked beans in tomato sauce, e.g. Heinz or HP. (Dutch baked beans are also fine.)
- Worcester sauce.

Utensils:
- medium-sized saucepan
- wooden stirring spoon
- meat knife and chopping board.

Method:
- slice corned beef into roughly 2 cm slices, cut into cubes and put into saucepan

- add baked beans and stir together
- heat mixture over low to medium heat, stirring at short intervals
- add a little Worcester sauce to taste
- when hot, serve alone or on well buttered toast.

Serving: Cowboy's Breakfast is eaten alone. There are no side dishes.

Portioning: The above measures give approximately four good portions.

Time needed: less than ten minutes

Good points:
- very easy and quick to make
- popular among children (a real Wild West dish)
- served in small quantities on hot buttered toast, makes good late night snack
- very nourishing.

Bad points: none

3. *Jacket or Baked Potatoes*

Herkunft: Irland. Während des 19. Jahrhunderts wurde wegen der systematischen Ausbeutung und Verarmung der irischen Landbevölkerung durch die meist aus England und Schottland stammenden Großgrundbesitzer die Kartoffel zum Grundnahrungsmittel der einfachen ländlichen Bevölkerung, besonders in Westirland. Die Hungersnot trieb viele Iren in die Emigration nach Nordengland und in die USA.

Ingredients:

- medium to large potatoes. Allow about two potatoes per person, depending on size of potatoes – and person
- a lot of butter, preferably salted
- suitable fillings to put in/on the potatoes or to eat with them as side-dishes. Good are: firm cheeses; cottage cheese (*Quark*); boiled ham (cut in strips); mushrooms (chopped and fried in butter); sweet corn (heated and tossed in butter); chopped slices of British or Danish bacon; British-style brown pickles such as "Branston" or "Pan-Yan"

JACKET POTATOES ARE, HOWEVER, DELICIOUS ALONE WITH PLENTY OF BUTTER.

Utensils:
- sharp, pointed knife or potato pricker for pricking the potato skin
- oven grid (*Ofenrost*)

Method:
- set oven at 180-200°C
- wash and dry potatoes well, but do not remove or damage the skin
- prick skin in several places to avoid bursting during cooking
- place spaced apart on oven grid
- bake for between 45 minutes and one hour in middle of oven (The baking time depends on the size and variety of the potatoes, so test often after about 35 minutes.)
- prepare fillings (if used) and put into small serving dishes. All fillings should be chopped into small pieces or strips, as necessary. Mushrooms, sweet corn and bacon should, of course, be pre-cooked or heated.

Serving: Filled jacket potatoes are generally eaten alone. Plain, i.e. unfilled, they can be eaten with cold meats or ham. Some people also like them as an accompaniment to fish.

Portioning: Allow two to three potatoes, depending on size and filling, per adult.

Time needed: preparation: 5-8 minutes; baking: 45-60 minutes, depending on size

Cost: Depending on the fillings used, allow about DM 4 per person for a group of four people.

Good points:
- easy to prepare, particularly if no or very simple fillings are used
- requires little or no supervision during cooking
- relatively cheap, depending on fillings
- vegetarian, depending on fillings

Bad points:
- fattening
- can only be prepared during a double lesson

4. *Sausage Rolls*

Ingredients:
- 1 packet frozen puff pastry (*Blätterteig*)
- 250 g minced spiced pork (*Mett*)
- a little milk
- a little flour for dusting the board
- a little oil or lard (*Fett*)

Utensils:
- baking tray (*Ofenblech*)
- brush
- a board
- sharp knife
- rolling pin

Preparation:
- defreeze puff pastry
- form minced spiced pork into "sausage shape" of about 1 1/2 cm diametre and 5 cm long
- pre-fry in a little oil or lard until cooked through
- when ready, lay sausages to one side to cool

Method:
- pre-heat oven to 200°C
- dust rolling board with flour
- roll one piece of puff pastry into a square about four times its size
- cut rolled out pastry into four equal strips
- repeat with rest of puff pastry (When finished, you should have about 20 strips of pastry.)
- place cooled piece of sausage meat on each strip of pastry
- paint all four edges of pastry with the milk
- roll pastry strip round sausage
- paint top of each roll with more milk to help browning
- oil/grease baking tray lightly
- bake for 10-15 minutes until rolls are brown. Eat cold or hot.

Serving: Sausage rolls are eaten alone. They are particularly good as an evening snack.

Portioning: The above ingredients give 20 sausage rolls. At school fetes, class parties etc. allow two to three rolls per person, depending on what else is available.

Time needed: preparation: 30-35 minutes to defreeze pastry, pre-fry sausage meat and form into sausage rolls; baking: 15 minutes

Cost: DM 10–12 for 20 rolls, depending on where ingredients bought

Good points:
- particularly good for parties, picnics and selling at school fetes
- nourishing
- popular among children
- can be eaten hot or cold

Bad points:
- fair amount of preparation
- relatively difficult to make – requires continuous presence of cook or person supervising cooks
- makes a fair amount of washing-up
- requires an oven

CAUTION: MINCED SPICED PORK SHOULD NOT BE REHEATED.

5. Noodle and Tuna Casserole

Ingredients:
- 250g broad noodles
- 1 standard tin condensed mushroom soup
- 1 standard tin condensed cream of chicken soup
- 2 standard tins tuna in water (*Saft*)
- salt and pepper
- breadcrumbs (*Paniermehl*)

Utensils:
- casserole dish
- spoon
- saucepan
- strainer

Method:
- set oven at 200°C
- cook the noodles in lightly salted water until soft but firm (*al dente*)
- strain noodles well
- strain tuna
- mix everything – except the breadcrumbs – together
- put mixture in casserole dish
- sprinkle (*bestreuen*) breadcrumbs on top
- place in the oven for 30 minutes.

Serving: This dish is generally eaten alone.

Portioning: The above measures give six or seven generous children's portions.

Time needed: preparation: 15 minutes; oven cooking: 30 minutes

Cost: about DM 6

Good points:
- easy and quick to make
- needs no supervision when oven cooking
- popular, especially with children.

Bad points:
- fattening
- requires an oven
- allowing for eating time, can only be prepared in a double lesson

6. *Shepherd's Pie*

Herkunft: Die Schafzuchtgebiete Englands. So beliebt wie *Cowboy's Breakfast* (sehen Sie bitte Rezept 2 oben) unter den Viehzüchtern des amerikanischen Westens war, war *Shepherd's Pie* eine Hauptnahrung der Schäfer in Großbritannien. Ursprünglich wurde es nämlich aus Lamm- oder Hammelfleisch zubereitet. Weil viele Tiere während des Winters und bei der Geburt starben, war das Fleisch natürlich sehr billig.
Heute wird dieses Gericht häufig auch *Cottage Pie* genannt. Der Grund dafür: die Kartoffeln können wie ein Rieddach geformt und entsprechend mit der Gabel dekoriert werden.

Basic or traditional recipe

Ingredients:
- 500g minced lamb or minced beef (*Rindergehacktes*)
- 1 medium-sized onion or 2 small onions
- 1 stock cube (*Brühwürfel*)
- oil
- about 1/8 litre water
- 500g potatoes
- 1/4 litre milk
- about 50g butter

Extended recipe

Ingredients:
- as basic recipe above
- 1 small tin peas
- 3-5 diced carrots

Utensils:
- 2 saucepans
- vegetable knife
- chopping board
- strainer for potatoes
- wooden spoon
- casserole dish (without lid)
- fork (for decorating potato)

Preparation:
- slice and dice (*in Würfel schneiden*) onion and fry until transparent (*glasig*)
- add minced beef or lamb, as used, and fry until brown (If you are using leftovers (*Reste*) just mix and heat through.)
- add salt, pepper, stock cube and water
- cook for 10 minutes
- peel potatoes and cut small pieces
- cook in slightly salted water for about 10 minutes
- strain (*Wasser ablaufen lassen*) and mash

– add milk and butter (The mixture should be soft enough to spread and form, but not too soft and "runny".)

Method:
– place the mince mixture in casserole
– spread mashed potato on top and form with fork – place in middle of oven for about 45 minutes or until top is golden brown

Note: You can also put a layer (*Lage*) of sliced fresh tomato on to the mince before putting on the mashed potato.

Serving: Shepherd's Pie is often eaten alone, particularly if vegetables have been used in the mix. Basic Shepherd's Pie can be eaten with any green vegetables. Peas, green beans and/or sweet corn are particularly suitable.

Portioning: Shepherd's pie is quite filling. The measures given above are sufficient for eight average-size portions. To stretch, add more potato.

Time needed: preparation: 30-40 minutes; oven cooking: 45 minutes

Cost: DM 12–15, depending on where ingredients bought

Good points:
– easy to make
– very popular
– can be made day before
– very nourishing
– excellent party dish (Shepherd's pie can also be made in individual portions.)

Bad points:
– needs a fair amount of preparation – makes quite a lot of washing up
– not cheap
– requires an oven
– can only be prepared and eaten in a double lesson

7. *Toad in the Hole ("Kröte in dem Loch")*

Ingredients:
– take a number of fresh frying sausages (*frische Bratwurst*) equal to the number of people to be served
– 1 cup milk
– 2 eggs
– 1/2 teaspoon salt
– 1 cup plain flour
– small amount of butter for greasing pan

Utensils:
- roasting pan
- mixing bowl and whisk
- medium-sized knife

Preparation: cut sausages to half their length and pre-fry until half cooked

Method:
- beat eggs in bowl until foamy (*schaumig*)
- beat in milk and salt
- add flour slowly and beat until smooth and creamy
- grease roasting pan lightly with butter
- pour batter (*Teig*) mix into pan
- lay pre-fried half sausages in batter mix, evenly spaced
- place in middle of pre-heated oven (180°C) and cook until batter is golden brown

Serving: Toad in the Hole is often eaten alone. British-style baked beans in tomato sauce (Heinz or HP) is a good accompaniment, particularly as this dish can be rather dry.

Portioning: One sausage with its surrounding batter per person.

Time needed: preparation: 15 minutes; cooking: 25-30 minutes

Cost: about DM 2 per person

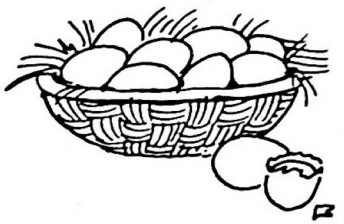
Good points:
- very popular, particularly among children
- easy to make
- does not require presence of cook when cooking

Bad points:
- makes fair amount of washing up
- quite expensive
- fattening
- requires an oven
- can only be prepared and eaten in a double lesson

8. Spam fritters

Herkunft: Während des Zweiten Weltkrieges waren viele Amerikaner in Großbritannien stationiert. Neben Kaugummi, Cookies, Erdnußbutter und *Lucky Strike*-Zigaretten haben die Amerikaner auch eine Art Dosenfleisch namens Spam (= pork+ham) nach England mitgebracht. Spam, das etwa deutschem Frühstücksfleisch ähnelt, wurde schnell sehr beliebt. Damals gab es auch in England kaum frisches Fleisch. Spam schmeckt in der Tat recht gut und wird immer noch gerne gegessen.

Ingredients:
- 1 tin Spam for 5 fritters (If you are unable to get real Spam, then Danish Chopped Ham and Pork is a good substitute. Failing this, try *Frühstücksfleisch*.)
- 1 cup milk
- 2 eggs
- 1/2 teaspoon salt
- 1 cup plain flour
- frying oil



Utensils:
- mixing bowl with whisk (*Schneebesen*)
- heavy-bottom frying-pan, preferably non-stick (*anti-haft*)
- slice (*Wender*)

Method:
- beat eggs in bowl until foamy (*schaumig*)
- beat in milk and salt
- add flour slowly and beat until smooth and creamy
- cut tinned meat into five equal slices
- heat oil in frying pan
- dip slices of meat in batter
- place in hot oil and fry fritters until batter is golden brown, turning once

Serving: Spam Fritters are often eaten with baked beans in tomato sauce (Heinz or HP) and chips (*Pommes Frites*). Buttered peas and/or sweet corn are also good. As horrible as it sounds, some people also like to eat spam fritters cold.

Portioning: For children, one fritter is generally sufficient, for adults two.

Time needed: Preparation time: 10 minutes
Frying time: 5 minutes

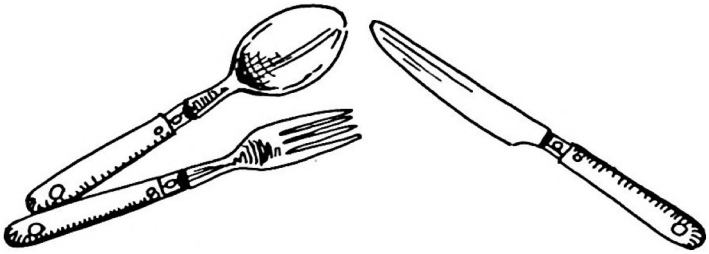
Cost: about DM 5 for five fritters

Good points:
- quick and easy to make
- popular among children
- nourishing
- relatively cheap

Bad points:
- fattening
- quite messy to make
- makes a fair amount of washing up
- requires continuous presence of cook

9. *Curry*

Herkunft: Curry ist ein indisches Gericht, das jetzt auch in Großbritannien außerordentlich beliebt ist. Obwohl schon die Kolonialbriten das Gericht in Indien während des 18. und 19. Jahrhunderts kennenlernten, ist es eigentlich erst mit den indischen und pakistanischen Einwanderern nach dem Zweiten Weltkrieg nach Großbritannien gekommen.
Das Gericht hat seinen Namen von dem Wort *kari*, das etwa "stew" (*Schmorgericht*) bedeutet, erhalten. Inzwischen wird die Gewürzmischung, die dem Gericht seinen charakteristischen Geschmack und besondere Schärfe gibt, auch "curry" genannt.
Europäer glauben, daß *curry* extrem scharf sein muß, dies ist nicht der Fall. Es gibt auch milde *curries*, die kaum schärfer als viele europäische Gerichte sind. Generell sind *curries* aus dem Süden Indiens, zum Beispiel *Madras curry*, schärfer als die, die aus dem Norden des Landes stammen, zum Beispiel *Bombay curry*. Das schärfste aller *curries* ist ein Phantasiegericht namens *vindaloo* ("Teufelscurry"), das für Nichtkenner fast ungenießbar scharf ist. *Vindaloo* stammt jedoch nicht aus Indien, sondern aus Großbritannien. Einige anglo-indische Restaurantbesitzer sagen, daß sie nie so verrückt sein würden, ein *vindaloo curry* selbst zu essen.



Meat curry

Ingredients:

- 500 g beef, lamb or chicken
- 2 medium-sized onions
- 1 small tin Italian tomato puré (*Tomatenmark*), or 3 spoonfuls from a tube
- 2 spoonfuls mango chutney
- 2 spoonfuls sultanas
- 1/2 medium-sized apple
- 3 teaspoonfuls mild curry powder, if possible Indian or British (German varieties of curry powder do not seem to work very well for some reason.)
- oil
- two cups water or stock (*Fleisch-, Gemüsebrühe*)
- salt, white pepper

Utensils:
- large heavy-base saucepan
- stirring spoon
- vegetable knife

Method:
- dice onions, fry in oil until glacé (*glasig*), remove from saucepan and put to one side
- cut meat into cubes as for gulasch, fry in hot oil until browned on all sides
- stir in onions
- remove pan from heat and stir in curry powder, pinch of salt and a little white pepper (the resultant mix will seem very dry, but don't worry)
- return to low heat, and simmer for five minutes
- stir in tomato puré and simmer, stirring occasionally, for a further three or four minutes
- add water or stock, and bring mixture *gently* to the boil, stirring frequently
- mix in mango chutney, apple, sultanas
- simmer over very low heat for about an hour or until meat is tender

Notes:
- If pre-cooked meat, i.e. leftovers, are used, then simmer for 30 minutes.
- If the curry seems too hot (*scharf*), you can make it milder by adding two or three diced potatoes to the mix about 30 minutes before serving.
- Like all spiced dishes curry improves greatly if made on one day and eaten on the next. This gives the spices time to penetrate.
- Some people use mushrooms, either tinned or fresh, in meat curries, too. Allow a small – 4 oz/120 g – tin whole mushrooms for the above measures. Like potatoes, mushrooms also make a curry milder if added shortly before serving. Do not use mushrooms if you plan to serve reheated one or two days after cooking.

Serving: Curry is served with rice.

Portioning: The above measures make 6 normal portions or up to 12 adequate portions for tasting purposes.

Time needed: preparation: 15 minutes; cooking: 30 mins to 1 hour plus depending on meat used

Cost: about DM 15,00

Sweet dishes (süße Speisen)

1. *Crispy Cornflakes*

Ingredients:
- 100g sugar
- 100g margarine
- 100g cocoa
- 4 good teaspoons honey
- 100g cornflakes

Utensils:
- large saucepan
- wooden spoon
- large serving plate

Method:
- put sugar, margarine, honey and cocoa in saucepan
- melt slowly over low heat, stirring continuously (Do not let the mixture boil.)
- take saucepan off the heat; let mixture cool for a few minutes
- put cornflakes into the saucepan and mix all the ingredients together
- when cornflakes are properly covered with the mixture, make small heaps of crispy cornflakes on the plate
- allow to cool and set

Time needed: preparation and melting mixture: 5–8 minutes; mixing in cornflakes and making crispy cornflake cakes: 5 minutes; cooling and setting: 30 minutes.

Portioning: The above measures make 15 to 20 crispy cornflake cakes depending on size.

Cost: about DM 4

Good points:
- very easy and quick to make
- easy to make in large quantities
- very popular with children
- an excellent dish for class parties and school fetes

Bad points:
- fattening
- requires proportionately a great deal of sugar

2. *Baked apples*

Herkunft: Obstanbaugebiete Südenglands (Kent, Somerset)

Ingredients:
- one good-sized apple per person
- 1 tablespoon sugar or honey per apple

– small piece of butter (about size of hazelnut) per apple
– raisins, nuts, cinammon

Utensils:
– baking tray
– tin foil

Method:
– pre-set oven at 225 °C
– wash apples and remove core
– place apple in middle of piece of tin foil (The foil must be big enough to wrap the apple completely.)
– put sugar/honey, butter, nuts, raisins, cinammon into the hole left by the core in the middle of the apple
– close tin foil round the apple
– place wrapped apples on baking tray
– bake for 35–45 minutes, depending on size

Serving: Baked apples are eaten alone. Eat hot with milk or cream.

Portioning: Allow one or two apples per person, depending on size.

Time needed: preparation: 5 minutes; baking: 35–45 minutes, depending on size

Cost: about DM 1 per apple

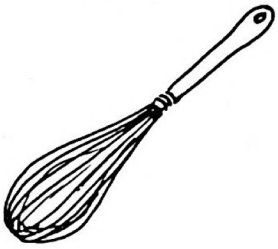
Good points:
– cook does not need to be present during cooking
– good snack in winter
– popular
– vegetarian
– very easy to make

Bad Points:
– expensive to cook in the oven (but can be cooked with something else in oven)
– relatively long baking time
– requires an oven

3. *Flapjacks (Schottischer Haferkuchen)*

Herkunft: Schottland

Ingredients:
– 50g margarine
– 50g sugar
– 100g oats
– pinch of salt



Utensils:
- big saucepan
- wooden spoon
- baking tin

Method:
- melt margarine and add other ingredients
- mix well
- grease and flour baking tin
- press mixture into baking tin
- bake at 175°C for about 20 minutes (After 15 minutes check that the flapjacks are not too brown. Turn down heat if necessary.)
- remove from oven and cut into squares or triangles
- allow to cool down slightly and remove from tin

Serving: Flapjacks are eaten alone like cake.

Portioning: The above measures produce about a dozen flapjacks.

Time needed: preparation: 10 minutes; baking: 20 minutes; cutting: 5 minutes

Cost: about DM 1,50

Good points:
- easy to make
- taste good

Bad points:
- fattening
- requires an oven

Various (Verschiedenes)

1. Tea

A Short History of Tea

Tea is first mentioned in a Chinese legend about the mythical emperor Shen Nung, who is said to have lived around 2700 BC. The first historically reliable reference to tea is much later, however. It appears in a Chinese dictionary published in 350 BC. At this time, tea was more a valuable medicine than a social drink.

Originally, the cultivation of tea was centred on the province of Szechwan in western China. From there, it slowly found its way down the valley of the Yangtze river to the country's eastern coastal provinces. During the 6th century AD, the plant was exported – illegally – to Japan, where it quickly established itself.

Because of its value as a medicine and the difficulty of cultivating it, for many

centuries tea was a "forbidden plant". The export of tea and the publication of how to grow it were punishable by death. The story of how tea reached India by way of Indonesia reads like a thriller about commercial espionage. In 1827, an adventurous Dutch merchant called Jacobson made a highly dangerous journey to China. Somehow, he managed to reach the forbidden tea plantations in the country's interior. There, Jacobson not only got his hands on some plants and seed, but he also managed to persuade several tea farmers to come with him to Indonesia.

The British, who had in the meantime occupied almost the whole of India, imported the plant from Indonesia. As they began to cultivate Chinese tea in Assam in north-eastern India, however, they discovered a wild Indian tea plant that was even more aromatic and robust than the Chinese variety. All their trouble had been for nothing. Tea found its way from India to Britain and Ireland, where after a slow start it succeeded in replacing coffee as the most popular and widespread drink by the end of the 19th century.

The first European mention of tea is in a travel report by the Venetian author Gian Battista Ramusio published in 1559, but the drink initially became popular in Holland. By the middle of the 17th century, Amsterdam had become the centre of the European tea trade. In Britain, tea was first offered for sale at Garway's Coffee House in London in 1657, but it was unable to compete with coffee. As far as the British were concerned, tea was of interest only as a trading commodity.

The Dutch took tea with them to their colonies in North America, where it quickly established itself as a popular drink among the European settlers there. As the British succeeded in driving the other European colonial powers – France and Holland – out of North America, they quickly took over the tea monopoly. During the 18th century, London replaced Amsterdam as the centre of the tea trade, a position which it still has today. Friction arising out of the British tea monopoly in North America was just one of a number of reasons why the colonists there wanted, and finally took, their independence from Britain.

Ironically, tea had a hard time establishing itself against other drinks in Britain. The big breakthrough came in 1840 when an important society hostess, the Duchess of Bedford, began inviting her friends to "afternoon tea". The whole thing was in fact just a fad. Not to be outdone by the duchess, the habit of serving tea in mid-afternoon quickly became popular among the wives of the nobility and those members of the new commercial and industrial middle class who liked to copy them. The social position of tea was assured when Queen Victoria began to serve it at Buckingham Palace and Windsor Castle.

But tea was top of the pops in Britain for hardly a hundred years. Today, particularly younger people drink much more coffee, although tea is beginning to re-establish itself as a "health drink" throughout the whole of Europe and America.

Ingredients:
- a good quality loose – i.e. not in teabags – tea, for example Darjeeling, Assam, Broken Orange Pekoe (Earl Grey is a particularly popular blend.)
- water

Utensils:
- kettle
- teapot, preferably china
- spoon
- tea-strainer

Method:
- put cold water into kettle, and bring to the boil
- while water is boiling, warm teapot by filling it with hot water
- empty teapot and put in one teaspoon of tea for each cup and one further spoon "for the pot"
- pour freshly boiled water on to leaves in teapot
- stir and leave to stand for about five minutes (Tea contains caffeine, which gives it its vitalising (*belebend*) effect, and tannin, which gives tea its astringency (fig. *Strenge*) and colour. If tea is allowed to stand too long, excess tannin will make it taste bitter; if it does not stand long enough, it will be weak and watery.)

Portioning: Allow one teaspoonful tea per person plus one additional teaspoonful, so for five people put six teaspoonfuls of tea in the pot. (German tea tends to be very weak.) These measures will give everyone two cups of British-style tea, i.e. with milk. When measuring, don't forget that you will need more tea per person for Russian-style tea, i.e. without milk, and that mugs are bigger than cups.
Tea can be served in school from Class 5 onwards, but it is particularly popular among older pupils.

Drinking:
- Pour tea into cup through strainer.
- Tea can be drunk with/without milk and with/without sugar.
- Some people like a slice of lemon in straight tea. Lemon tea is particularly refreshing drunk cold.
- If you use milk, this should go into the cup before the tea. Otherwise, for some reason, any small leaves or leaf dust getting from the teapot into the cup float to the top of the tea.
- Never reheat tea. To keep hot, use a tea-cosy (*Teewärmer*).

2. *British breakfast*

Herkunft: Einige Historiker sehen das üppige britische Frühstück als eine Nebenwirkung der Industrialisierung, die einen Verzicht auf eine längere Mittagspause bedeutete. Es wurde also nur vor Beginn und nach Ende einer festen Arbeitszeit gegessen. Diese Theorie ist jedoch nicht besonders überzeugend. Die große Mehrheit der arbeitenden Bevölkerung war – damals wie heute – sicherlich weder zeitlich noch finanziell in der Lage, sich ein gekochtes Frühstück zu leisten.

Das mehrgängige gekochte Frühstück wurde eher unter dem zunehmend wohlhabenden Mittelstand während des 19. Jahrhunderts beliebt. Heute spielt das britische Frühstück hauptsächlich eine touristische Rolle. In der Familie – mindestens an Werktagen – wird wie eh und je auch in Großbritannien meistens "continental" gefrühstückt.

Hinweis: Hier bringen wir keine Rezepte außer für Porridge, sondern Vorschläge für die Zusammenstellung.

Basic breakfast

Starter:	Choice of – cereals or fruit juice – porridge (*schottischer Haferflockenbrei*)
Main Course:	Choice of – bacon and fried egg – boiled or scrambled eggs
Accompaniments:	– toast and marmelade (*Orangenkonfitüre*) – tea or coffee

Tip: If you want to make a basic British breakfast at school, for example with a VIth Form group on the last day of term, here are a few tips. Serve cornflakes, rice crispies or some equivalent US breakfast cereal as a starter. Allow one smallish bowl of cereal per person plus about 1 1/2 cupfuls of fresh milk and two teaspoonfuls of granulated white sugar. Alternatively, you can take the easy way out and offer only fruit juice. Use orange, grapefruit and/or tomato juice, which ist the most usual choise of juices to be found in Anglo-Saxon countries.

For the main course, allow two rashers of bacon and one fried egg per person. If you cannot get British bacon, which comes in a great variety of cuts both smoked and unsmoked ("green"), then use Danish, which is a close approximation to British bacon, and is more widely available in Germany.

As far as the toast and marmelade goes, if you want to give your pupils an idea of what this tastes like in Britain use white baker's bread – *not* German factory-

made "Toastbrot" – with salted butter, e.g. Ravensburger, and Oxford thick-cut or chunky marmelade.
To drink, serve tea rather than coffee, though as a breakfast drink the latter is now more usual in Britain and has always been much more popular in America. If you do use coffee, however, choose an instant coffee such as Nestlés or, better if available, the US brand Maxwell House. Filter coffee has – regrettably – still not really caught on in Britain.
If you decide that you would like to try porridge, here's the recipe:

Ingredients:
- 3 3/4 cups water
- 100g oatmeal
- 1/2 teaspoonful salt

Utensils:
- saucepan or kettle
- spoon

Method:
- put water into saucepan and bring to the boil
- take saucepan off the heat and slowly add oatmeal, stirring all the time (this is very important as otherwise the porridge mix will become lumpy).
- return to hotplate and cook on *very low* heat for about 20 minutes, stirring frequently (stirring during cooking is also important as porridge easily burns on to the base of the saucepan even at low heat)

To make the porridge creamier and sweeter, replace the water with milk or with a 50/50 mixture of milk and water, and leave out the salt. Made with pure milk, it is especially important to stir the mix during cooking very frequently if not continuously. Burnt porridge is simply awful.

Portioning: The measures given above produce four adequate portions.

Full breakfast

Starter: Choice of
- cereals
- fruit juice
- porridge

Main Course: Any combination of
- bacon
- fried sausages
- fried tomatoes
- mushrooms (*Feldchampignons*)

– fried or scrambled eggs
– fried bread

Accompaniments: – toast and marmelade (*Orangenkonfitüre)*
– tea or coffee

Full traditional breakfast

Starter: Choice of
– cereals
– fruit juice
– porridge

Fish Course: Choice of
– kippers (*Räucherhering*)
– smoked haddock (*Schellfisch, geräuchert*)

Main Course: Any combination of
– bacon
– fried sausages
– fried tomatoes
– mushrooms (*Feldchampignons*)
– fried or scrambled eggs
– fried bread

Accompaniments: – toast and marmelade
– tea or coffee

Kapitel 4: Activities at Christmas

Dieses Kapitel enthält Vorschläge für unterschiedliche Aktivitäten, die man während der Weihnachtszeit einsetzen kann. Erfahrungsgemäß ist dies die beste Zeit während des Schuljahres, um Projekte dieser Art durchführen zu können. Das Kapitel ist gegliedert in

1. *Landeskundliche Informationen*
   Die landeskundlichen Informationen sind absichtlich in einfachem Englisch verfaßt. Vokabelmäßig sind sie den gängigen Lehrwerken weitestgehend angepaßt. Unbekannte Wörter werden am Ende des Abschnittes zweisprachig erklärt. Mit älteren Lerngruppen kann der gesamte Teil als fortlaufender Text gelesen bzw. vorgelesen werden. Bei wenig erfahrenen Lerngruppen kann man den Text abschnittweise bzw. überhaupt nur einzelne Auszüge behandeln. Jeder Abschnitt ist ein Text für sich.

2. *A play at Christmas*
   Das Stück *Father Christmas* stellt ein voll ausgearbeitetes Bühnenstück dar. Es eignet sich auch für eine öffentliche Vorführung, zum Beispiel bei einem Elternabend oder einem Schulfest in der Weihnachtszeit. Die Spieldauer beträgt etwa 15 bis 20 Minuten.

3. *A Christmas story*
   Die Geschichte *Mixing the Pudding* bezieht sich auf einen alten Brauch. Wenn der *plum pudding* gemacht wird, darf jedes Mitglied der Familie den Pudding umrühren. Gleichzeitig darf man sich heimlich etwas wünschen. Der Wunsch muß aber dem Wohl eines Zweiten dienen. Egoistische Wünsche – so sagt man – werden nie in Erfüllung gehen.

4. *Christmas poems*
   Bitte lesen Sie dazu die Begleithinweise auf Seite 96.

5. *Christmas puzzles and games*
   Hier bieten wir fünf Puzzles und Spiele an, die einen weihnachtlichen Bezug haben. Eines davon erzählt eine Variante der Weihnachtsgeschichte.

Teil 1: Landeskunde

Christmas in den angelsächsischen Ländern

The British Christmas

There is not really such a thing as "the British Christmas". It should really be called "the German and American Christmas", because those are the places it really came from. In some parts of Britain, Christmas is much less popular than in England. In the old Celtic parts of the country (Northern Ireland, Scotland and Wales) Christmas is not so important. In these parts of Britain, New Year is the big festival of the year. In some more traditional Scottish families there is no real Christmas at all. Only families with young children do something at Christmas as well as at New Year.

1. Christmas Eve and the days before Christmas

Christmas cards

In the weeks before Christmas, people in Britain, America and other parts of the Anglo-Saxon world send each other millions of Christmas cards. They want to wish each other a merry Christmas and a happy new year. Firms also send their customers Christmas cards. Most families get at least 20 or 30 cards; some families get over a hundred cards or more. People hang up the cards on ribbons in the windows and on the walls. Sometimes they hang them on special Christmas trees made of cardboard. Christmas cards are much more popular in Britain than in Germany.

In many parts of Britain and the USA, Christmas Eve is a normal working day. More and more people, however, are allowed to go home two or three hours earlier than usual. Some firms hold an office party on the afternoon of 24th December. On Christmas Eve the shops stay open until 6 o'clock, all the pubs and restaurants are open normally.

Once the shops stayed open late on Christmas Eve so that people could buy the presents they wanted to give to their families on Christmas Day and the food they wanted to eat. Today all that has changed. Now Christmas seems to start in October or even earlier.

cardboard Pappe

Christmas decorations

The shops, streets and houses are full of Christmas decorations. In bigger towns there is often a big Christmas tree in the main square or in front of the town hall. People use a lot of holly and ivy to decorate their houses, as well as a Christmas tree. Often there is some mistletoe hanging above the front door or in the

entrance hall. If a boy can catch a girl under the mistletoe, he is allowed to kiss her. People also use coloured paper chains, bells and balloons to make their homes bright and cheerful.
holly Stechpalme; *ivy* Efeu; *mistletoe* Mistel; *entrance hall* Diele; *chain* Kette; *bell* Glocke; *bright* leuchtend; *cheerful* fröhlich

The Christmas tree
In Britain, the Christmas tree is only about 150 years old. It came to Britain from Germany in the 19th century. Prince Albert of Saxe-Coburg and Gotha, the husband of Queen Victoria, liked to have a Christmas tree, and a lot of British people soon started to copy the idea.
The biggest and most beautiful Christmas tree in Britain stands in front of the National Gallery in Trafalgar Square. It is huge. The people of Norway still give the British people this wonderful tree to thank them for helping Norway against Hitler in the second world war.
copy nachmachen; *huge* riesig; *second world war* zweiter Weltkrieg

Why holly, ivy and mistletoe?

The holly, ivy and mistletoe are much older than the Christmas tree. They go back to Druid times, over two thousand years ago. In those days, they did not have anything to do with Jesus Christ or Christmas, of course. The Druids prayed to the sun, the giver of warmth and light. The winter was a bad time for the Druids. The sun only came for a few hours a day. It was cold and dark. They thought the sun was angry with them. They prayed to the sun god and asked him not to be angry with them any more. Then, towards the end of December, the days started to get longer again. The Druids decorated their houses with holly, ivy and mistletoe, three plants that stayed green all through the winter, to thank the sun for coming back to them.
pray beten; *plant* Pflanze

Christmas stockings

Christmas Eve is still a very exciting time for younger children. Just before they go to sleep, they hang a Christmas stocking at the end of their bed. When Father Christmas comes down the chimney with his sack at 2 or 3 o'clock in the morning, he can put each child's presents in the stocking.

Many parents still put some smaller presents and something to eat in their children's stocking. This is a good idea, because traditionally people do not get their bigger presents until after church on Christmas Day. Young children are happy with the smaller presents in their stocking until then. The idea of putting some food in the stockings is also quite a good idea. Cooking the Christmas dinner is a lot of work, and no one wants to have to make breakfast as well.

stocking Kniestrumpf; *chimney* Kamin

Carol singing

Another Christmas custom is the singing of carols. Groups of children go to their neighbours' houses and sing carols at the doors. They hope that their neighbours will be pleased with their singing and will give them some sweets, fruit or even money. In some parts of Germany, children go from house to house and sing songs, too. They do this on 6th January, though.

carol traditionelles Weihnachtslied; *custom* Brauch

2. Christmas Day

Going to church

Many people still like to go to church on Christmas day, even if they do not go to church very often at other times of the year. The bigger churches hold a midnight service on 24th December and another one at 11 o'clock on Christmas Day. A lot of people like to go to the midnight service because they have to stay up late to fill the children's stockings. Also, cooking the Christmas dinner makes it difficult for people to get away from home on Christmas morning.

midnight service Gottesdienst um Mitternacht

Giving out the presents

People put bigger presents for the children and presents for grown-ups under the Christmas tree just like in Germany. Often, each member of the family gives out the presents he or she has bought or made personally. They do this at some time on Christmas morning.

Christmas Dinner
After everyone has got their presents, the family sits down to Christmas Dinner. This is the biggest and most important meal of the year.

Here is a typical Christmas Dinner:

- roast turkey filled with chestnut stuffing and/or mince
- roast and/or boiled potatoes with vegetables (usually peas, beans, sprouts)
- plum pudding (a very rich "hot cake" made of raisins, sultanas and spices) with cream or brandy sauce.

The turkey came to Britain from America. Before the turkey came, people liked to eat roast beef or roast lamb at Christmas, and some families still do.

Some people like to cover the plum pudding with brandy or whisky and set it alight. The pudding is made six or even eight weeks before Christmas. Everyone in the family stirs the pudding mix and makes a secret wish. But you must not wish for something for yourself. You must wish for something good for someone else. If you wish for something for yourself, you will never ever get it. In some families, people put a few silver coins into the plum pudding. If you find a coin in your bit of the pudding, it will bring you luck for the whole year.
roast gebraten; *turkey* Truthahn; *filled* gefüllt; *chestnut stuffing* Masse aus Eßkastanien, Brot und Gewürzen; *mince* Hackfleisch; *beans* Bohnen; *sprouts* Rosenkohl; *raisins* Rosinen; *sultanas* Sultaninen; *spices* Gewürze; *cream* Sahne; *brandy* Weinbrand; *sauce* Soße; *beef* Rindfleisch; *lamb* Lammfleisch; *set s.th. alight* anzünden; *stir* umrühren; *secret* geheim

The Queen's Speech
The most important thing after Christmas Dinner is the Queen's Speech. This always comes on television and in radio at 3 o'clock in the afternoon on Christmas Day. People listen to the Queen's Speech all over the Commonwealth, in sunny Australia and New Zealand, in snowy Canada, in Africa, India and Asia. More people watch or listen to the Queen's Speech than any other programme. It is by far the most popular programme in the whole year. It is the one time of the year when the Queen can speak to her people as herself.
speech Rede

Teatime on Christmas Day
At about five o'clock, people sit down for tea. For tea on Christmas Day there is a big Christmas cake and perhaps a Christmas log. The cake is covered with white icing to look like snow and has little sugar trees and models of Santa Claus on it. The Christmas log is a roll of chocolate cake with chocolate cream icing on it. It looks like a log of wood.
log (Holz)Klotz; *be covered* bedeckt sein; *icing* Zuckerguß

Christmas crackers
At teatime, everyone gets a Christmas cracker. When you pull the cracker with your neighbour it goes "bang!" and a small toy or model and a coloured paper hat fall out. Everyone puts on their paper hat and the candles are lit on the Christmas tree.
light/lit/lit anzünden

3. Boxing Day

Boxing Day (26th December) has got nothing to do with the sport called boxing. In the middle ages rich people gave their servants and helpers presents of food and money, a "Christmas box", on 26th December. Later, shopkeepers and small business people started to give their most important customers Christmas boxes (presents) on this day, too. It is a public holiday when people do not have to go to work.

Open house
Today, people no longer give presents on 26th December, but the idea of Boxing Day as a day for people outside your own family is still with us. Many people have "open house" on Boxing Day. Friends and neighbours are welcome to call in for a drink and a snack between about 11 o'clock in the morning and four o'clock in the afternoon.
middle ages Mittelalter; *servant* Diener; *business people* Geschäftsleute

4. Between Christmas and New Year

The pantomime
Between Christmas and New Year many families still go to the pantomime. A pantomime is really a play without words, but the modern Christmas pantomime is a real show full of comedy, music and dancing. The pantomimes are based on popular fairy stories like *Cinderella*, *Sleeping Beauty* and *Aladin and the Magic Lamp*. Traditionally, the main man's role is played by a pretty girl. An older man, usually a famous comedy actor, takes one of the women's roles. Although once just for children, today pantomimes are also popular among grown-ups.
be based on basieren auf; *fairy story* Märchen; *magic lamp* Wunderlampe; *main man's role* männliche Hauptrolle

5. New Year

New Year is becoming more important than Christmas in many British families, especially those without young children. Why is this so? One reason is, perhaps, that New Year has always been more important in some parts of the country. Another is that many people are just getting bored and fed up with Christmas. It used to start on Christmas Eve, now it starts as soon as the summer sales are over in September. Christmas advertising on television, in the newspapers and in the shops starts in late October and gets worse and worse as Christmas gets nearer. By the time Christmas actually comes, people have had enough. New Year in Britain is just like *Silvester* in Germany. There are parties and fireworks.
especially besonders; *reason* Grund; *be fed up* Nase voll haben; *summer sales* Sommerschlußverkauf; *advertising* Werbung; *actually* hier: tatsächlich; *fireworks* Feuerwerk

Teil 2: A Play at Christmas

1. Einleitung

Das Stück ist eigentlich für die Klasse 7 vorgesehen, kann aber auch von einer lernstarken Klasse 6 aufgeführt werden.
Wie die meisten *Christmas stories*, versucht auch diese inhaltlich gegen die Kommerzialisierung des Weihnachtsfestes zu wirken. Das Stück benötigt neun Spieler, fünf davon stellen Kinder dar. Schauspielerisch gesehen ist die Rolle des *Old Man* (d.h. Father Christmas) am anspruchsvollsten. Sogar diese Rolle ist jedoch von einem geeigneten Schüler ohne allzuviel Mühe zu bewältigen. Längere Monologe gibt es nicht, und die Sätze sind absichtlich kurz und leicht lernbar gehalten.
Die Szenen sind bühnentechnisch verhältnismäßig leicht umzusetzen und benötigen keine aufwendige Bühnenausstattung (*props*) oder -beleuchtung.
Da nicht zu lang oder sprachlich schwierig, läßt sich das Stück gut bei einem Schulfest oder einem Elternabend in der Weihnachtszeit aufführen. Zu diesem Zweck bieten wir eine längere Zusammenfassung des Stückes in der deutschen Sprache an, die vor der Aufführung den Zuschauern ausgehändigt werden kann. Das Stück kann auch als Hörspiel (*radio play*) aufgeführt werden.

2. Bühnenausstattung

Scene I
Einfache Straßenszene mit weihnachtlich geschmückten Geschäften und Schaufenstern. Diese werden am besten auf mehrere Bettlaken bzw. auf die Rückseite von Tapetenresten einfach bunt gemalt und dann aufgehängt. Die KINDER sind winterlich gekleidet. Der ALTE MANN benötigt einen möglichst schäbigen,

alten, roten Mantel. FRED braucht eine große Tüte Kartoffelchips (*crisps*) und einen großen Riegel Schokolade.

Scene II

Teil des Wohnzimmers eines einfachen Hauses. Zusätzlich zu dem üblichen Mobiliar (Stühle, Tisch, Stehlampe, Bilder/Posters usw.) sieht man auch einen ziemlich müden Weihnachtsbaum mit billiger Dekoration und ein Telefon. Eine Tür oder die Darstellung einer Tür mit Klingel ist auch nötig. Mr JONES braucht möglichst viele Weihnachtsgeschenke in Geschenkpapier; Mrs JONES trägt zwei oder drei gut gefüllte Einkaufstaschen.

3. *Text: Father Christmas*

The Cast

Mr Jones:	about 40 years old, no job
Mrs Jones:	about 35 years old, housewife
Sally Jones:	13 years old
John Jones:	14 years old, Sally's brother
Mr Simmers:	about 45, export salesman
Barbara Simmers:	14 years old
Tim Simmers:	13 years old, Barbara's brother
Fred:	14 years old, friend of children
Old Man:	quite old but still active

Scene I

[In the street outside some shops. The street and the shops are full of Christmas decorations. The children are talking.]

SALLY:	In five days it's Christmas.
JOHN:	Yes. Great. No school and lots of new toys.
TIM:	What do you want for Christmas?
JOHN:	Oh, I want a model railway, a football, a new bike, a stereo cassette recorder, a ...
SALLY:	John, stop! You know Dad hasn't got a job. No job, no money; no money, no presents. Mum says we only get one present this year.
JOHN:	Yes, I know, but Tim asked: What do you *want* for Christmas? I know there is only one present. I'm not stupid.
SALLY:	What do you want, Tim?
TIM:	Well, I really want a new bike, too, but I think a computer is a good idea. It can do my Maths homework for me.

BARBARA: You can't have a computer, Tim. I want a computer and we can't have two computers in the house.

JOHN: Oh, look. Here comes Fred.

TIM: He's eating, as usual.

[Fred comes up. He has got a large bag of crisps. While he is talking he eats the crisps.]

FRED: [his mouth full of crisps] Hallo, everybody.

SALLY: Hallo, Fred.

TIM: Hi, Fred.

BARBARA: Hallo, Fred.

JOHN: Hi, Fatty. I hear you are enjoying those crisps. Can I have some?

FRED: Well, you can have one. But only one. [He looks into the bag.] Oh, dear! [He takes a handful of crisps out of the bag and quickly puts them into his mouth.] Sorry, John. They're finished.

JOHN: [sarcastically] Thanks a lot, Fred. Those crisps were just great.

FRED: You're right.

[The four friends walk away, but Fred follows them. He pulls a big bar of chocolate out of his pocket and starts to eat it like a sandwich.]

FRED: [his mouth full of chocolate] It's nearly Christmas.

TIM: Yes, and we know what you want. Food.

FRED: No, I don't. I want a new racing bike.

TIM: A racing bike? You're much too fat for a racing bike.

SALLY: Oh, come on. Don't fight, you two. Barbara, what do you want for Christmas?

BARBARA: Well, there is the computer and some books and perhaps a new pair of shoes.

FRED: A computer? That's a good idea. Yes, I want a computer, too.

JOHN: But you can't eat a computer.

[Everyone except Fred laughs]

FRED: Ha, ha. You think you're very funny.

TIM: But what about the bike? Don't you want a new racing bike?

FRED: Yes, a racing bike *and* a computer. Why not?

[An old man comes along the street. He stops and speaks to the children.]

OLD MAN: Excuse me. Can you help me? I'm cold and hungry, and I've got no money.

FRED: [roughly] Go away, old man. We've got no money for you.

OLD MAN: But I'm so cold. Just a few pence for a cup of tea.
JOHN: I'm sorry. We've really got no money.
BARBARA: Haven't you got a home?
OLD MAN: Just a room, but it's cold and lonely.
BARBARA: And your family? Haven't you got a family?
OLD MAN: My son's in America. My wife's dead.
TIM: Why doesn't your son send you money? It's Christmas.
OLD MAN: He's got no job. No job, no money.
JOHN: Yes, I know that. My dad's got no job. Look, Fred, you've got some food. Give the old man some. Buy him a cup of tea.
FRED: Oh no. Why should I? I need the food. I'm hungry, too.
TIM: [surprised] Hungry? You? You can't be hungry.
FRED: But I am. And if I say I am, then I am. I need my food and I need my money, too.
OLD MAN: But young man, I only want a few ...
FRED: No. I said No, and I mean NO.
[Fred walks away.]
SALLY: I'm sorry. I wish we had some money. But look, why don't you come home with us? We haven't got a lot, but there's enough for you, too.
OLD MAN: Thank you very much, Miss. You are very kind.
[They all walk away towards Sally's and John's house. The old man walks behind them. As they walk round the corner, the old man suddenly disappears. A few moments later John turns round.]
JOHN: The old man. Where is he?
TIM: Do you think he's lost? We must look for him.
SALLY: We can't. There's no time. Mum said we must be back home by a quarter past five. We mustn't be late.
BARBARA: Okay. You go home. Perhaps we can find the old man. We don't have to go home yet. Mum and dad are out.
SALLY: Okay, and if you find him, bring him to our house.
[Sally and John go home. Barbara and Tim go away to look for the old man.]
An hour later.
TIM: Well, we can't find him. It's dark and cold. It's nearly 6 o'clock. We must go home now.
BARBARA: Yes, but I hope he's all right. But we can't help him now.

Scene II

[It is Christmas Eve. The children are in John's and Sally's sitting-room. There is a small Christmas tree, but there are no other signs of Christmas.]

SALLY: This is a terrible Christmas. No presents, no nice food. Mum and dad are so unhappy.

TIM: Yes, and our dad goes to China on business this afternoon. That's not very nice at Chrismas. Mum isn't very happy either.

[The doorbell rings.]

SALLY: Who's that?

JOHN: That's a silly question. Go and see.

SALLY: No, you go. You are near the door.

[John goes to the door. He opens it. The old man is there.]

JOHN: You? But how do you know where we live?

OLD MAN: I know a lot.

JOHN: Come in, come in. Hey, gang, look who's here.

[Everyone says hallo to the old man. Tim gets up and gives him his chair.]

OLD MAN: Thank you, thank you very much. You're very kind. All of you. You asked me to your home. You tried to find me when I was lost.

BARBARA: But how ... I mean, how did you know that we ...?

OLD MAN: Oh, I know a lot, Barbara. I know more than you think. But what's the matter? You all look so unhappy.

SALLY: Our dad's got no job. We've got no money for Christmas. Our parents are unhappy.

TIM: Yes, and my father is on his way to China. So we are unhappy, too.

OLD MAN: Don't be unhappy. John and Sally, your father has now got a job, a good job.

SALLY: But how ...?

OLD MAN: Just wait and see. And your father, Tim and Barbara. He's not on his way to China.

TIM: But how do you know that? His boss said ...

[There is a noise outside. People are laughing.]

OLD MAN: Ah! What's that?

[The door opens. Mr and Mrs Jones come in. They are both laughing. Mr Jones is carrying a lot of parcels and Mrs Jones is carrying big bags of food and drink.]

JOHN: Hallo, Mum. Hallo, Dad. What have you got? And where did you get all those things?

Mrs JONES: Dad's got a job. A wonderful job. Someone came and gave him a wonderful job.

Mr JONES: Yes, and now we've got money. My new boss gave me some money. Now we can have a real Christmas.

[The door bell rings.]

Mrs JONES: Now, who is that? Who can it be on Christmas Eve?

[She goes and opens the door.]

Mrs JONES: Oh, Mr Simmers. Hallo. But I thought you were in ...

TIM: Dad!

BARBARA: Dad! But you are on your way to China. I mean ...

Mr SIMMERS: No, I'm not. I'm here. My boss suddenly came to me this afternoon and said I can stay at home for Christmas. He was so kind and friendly.

BARBARA: Does Mum know?

Mr SIMMERS: Yes, of course. She's cooking a wonderful meal for us. Come on, we're going home.

SALLY: [in a quiet voice] Dad, your job. When did you get it?

Mr JONES: Why? I don't know. About five o'clock, I think. There was a ring at the door and it was my new boss.

SALLY: And you, Mr Simmers? When did your boss come to you?

Mr SIMMERS: Oh, it was about five o'clock, too, I think. It was a big surprise. But come on, you two, we must go home now.

OLD MAN: I must go, too.

[Mr and Mrs Jones and Mr Simmers look at him.]

Mrs JONES: I'm sorry. I don't think I know you.

OLD MAN: Oh, I think you do, Mrs Jones. At Christmas people put on a red coat, red trousers and a long, white beard and pretend to be me.

TIM: Are you Father Christmas?

OLD MAN: That's right, but my real name is Santa Claus or St Nicholas.

BARBARA: Oh! Father Christmas!

SALLY: The real Father Christmas. Now I understand.

JOHN: [grinning] And what is Fat Fred getting for Christmas?

OLD MAN: Ah, wait and see.

[Barbara, Tim and Mr Simmers leave the room to go home. All say *Happy Christmas* or *Merry Christmas* to each other. The old man also gets up to go. The Jones show him to the door.]

Mr JONES: Well, I don't really understand, but thank you and have a very happy Christmas.

Mrs JONES: Yes, thank you very much for everything. It's a wonderful Christmas after all.

OLD MAN: You have good children, Mrs Jones. So why can't you have a good Christmas, too?

Mrs JONES: Well, thank you again. And a happy Christmas to you.

JOHN/SALLY: Yes, happy Christmas, Father Christmas!

[The Jones sit and talk. Suddenly the telephone rings. John answers it.]

JOHN: Hallo. [He listens to what the caller is saying.] I see. [He listens again.] Yes, we can come tomorrow. [He listens again.] Yes. Okay. I'll tell them. Goodbye.

[John puts down the phone and turns to the others.]

JOHN: That was Fred's mum. He's in hospital. He must stay there for a long time. He mustn't eat anything. He can only drink water. There is something wrong with his stomach.

SALLY: Poor Fred. So no Christmas dinner. No crisps and sweets. No ice-cream and cakes. Poor Fred.

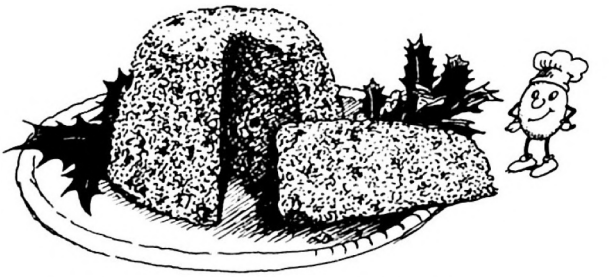
JOHN: [laughing] Well, perhaps he can lose some of those kilos of his.

[Everyone laughs with him.]

Teil 3: A Christmas story

Mixing the Pudding

It was the middle of November, and Sally and Dennis Miller were very excited. Christmas was getting nearer and nearer. Their mother wanted to make the plum pudding that afternoon. "Hurry back from school," she said.



When Sally and Dennis got back from school, Mrs Miller got out all the things she needed for the pudding. First she put some flour, soft butter, sugar and eggs into a big bowl. Then she put in lots of raisins, sultanas, spiced fruit and nuts. Last of all she put in a little of Mr Miller's black Guinness beer and a big glass of sherry. Now the pudding mix was ready.

"All right, Sally," Mrs Miller said. "Now it's your turn to stir the pudding. Don't forget to make a secret wish, will you?" She gave Sally the big wooden spoon. Sally began to stir the plum pudding. She knew what she was going to wish. There was nothing in the world that Sally wanted more than a real pony. Her best friend, Jane Baker, had a pony, and now Sally wanted a pony, too. She closed her eyes and wished. "I want a white pony. Please give me a real white

pony. *Please.*" She opened her eyes and stopped mixing the pudding. She gave the big spoon to her brother. "Your turn now, Dennis," she said.
Dennis took the spoon and began to mix the pudding. What did he want to wish? He didn't know. Then Dennis suddenly thought of old Mr Carey. Mr Carey lived near his school. He had something wrong with his legs and he couldn't walk very well. He often had to go to hospital, but the doctors didn't really know what was wrong with him. But Mr Carey was always happy and cheerful. He always had a kind word for the children who went past his house on their way to school. Mr Carey wasn't like some of the other people in his road. He never told the children to go away, or to stop making so much noise, or to stop playing on the pavement. Dennis closed his eyes and wished and mixed as hard as he could. "Please make Mr Carey better," he said. "There is nothing in the world I want more. Please make Mr Carey's legs better. *Please.*" Dennis opened his eyes and stopped mixing the pudding. His mother and sister were looking at him. "Heavens, Dennis," said Mrs Miller in a funny voice. "I don't know what you wished for, but you must want it very much."
At last Christmas Day came. The Millers always went to church at 11 o'clock and then had their big presents when they got back. As they walked along the road towards their house, Sally looked into the garden. Was there a white pony there? Perhaps it was in the garden at the back. Or in the garage. But no. Sally couldn't see a white pony anywhere, and the car was in the garage.
Everyone went into the living-room for the present giving. Sally got some records from her Uncle Tom and Aunt Janet and an animal book from her grandmother. From her parents she got a new winter coat and some winter boots. Then Mr Miller said, "Oh, Sally, I've got a surprise for you." Sally's heart jumped. Was it a pony after all? But no. Mr Miller gave her a small parcel. "This came for you in the post yesterday. I expect it's another present." Sally opened the parcel. It was a little white pony. There was a card in the parcel, too. "Merry Christmas and a Happy New Year, love Jane", it said. "Oh, what a lovely little pony, Sally," said Mrs Miller. "Yes," said Sally, but inside she was nearly crying.
After dinner on Boxing Day, the Millers all went for a walk. "Let's go to the park and feed the ducks," said Mrs Miller. They walked through the park towards the duck pond. There was an old man in front them. Suddenly Dennis said, "Look, isn't that Mr Carey?" Yes, it was old Mr Carey, and he was walking tall and straight and without a stick.
flour Mehl; *bowl* Schüssel; *raisins* Rosinen; *sultanas* Sultaninen; *spiced* gewürzt; *nuts* Nüsse; *Guinness* irisches Schwarzbier mit bitterem Beigeschmack; *stir* umrühren; *wooden spoon* Kochlöffel aus Holz; *cheerful* lustig; *kind* hier: nett; *"a funny voice"* hier: eine sonderbare Stimme; *present giving* Bescherung; *heart* Herz; *parcel* Paket; *feed/fed/fed* füttern; *duck* Ente; *tall* hier: aufrecht; *straight* gerade

Teil 4: Christmas poems

1. *Christmas Bells*

Hinweis: Dieses Gedicht von Henry Wadsworth Longfellow kann man mit älteren Schülern lesen. Longfellow schrieb es während des amerikanischen Bürgerkrieges, um den Unterschied zwischen der Bedeutung des Weihnachtsfestes einerseits und der Realität des Krieges andererseits zu verdeutlichen. Trotzdem endet das Gedicht optimistisch.

I heard the bells on Christmas Day
Their old, familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men!

Till, ringing, singing on its way,
The world received from night to day,
A voice, a chime,
A chant sublime
Of peace on earth, good-will to men!

Then from each black, accursed mouth
The cannon thundered in the South,
And with the sound
The carols drowned
Of peace on earth, good-will to men!

It was as if an earthquake rent
The hearth-stones of a continent,
And made forlorn
The households born
Of peace on earth, good-will to men!

And in despair I bowed my head;
"There is no peace on earth," I said;
"For hate is strong,
and mocks the song
Of peace on earth, good-will to men!"

Then pealed the bells more loud and deep;
"God is not dead; nor doth He sleep!
The Wrong shall fail,
The Right prevail,
Of peace on earth, good-will to men!"

carol here: melody played by ringing bells in the correct order; *belfrey* room at top of church tower where the bells are hung; *chime* sound of a bell; *sublime* wonderful; *accursed* verdammt; *rend* tear; *hearth-stone* fireplace for heating and cooking; *forlorn* very sad; *bow one's head* lower one's head; *mock* tease, make a fool of s.b. or s.th.; *peal* ring; *"nor doth He"* "neither does He"; *prevail* win in the end

2. *Christmas Everywhere*

Hinweis: Dieses Gedicht von Phillips Brooks kann auch von jüngeren Schülern gelesen und gegebenenfalls auswendig gelernt werden. Die Zeilen, die mit dem Wort *Christmas* beginnen, können von unterschiedlichen Schülern gesprochen werden.

Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow peaks stand solemn and white,
Christmas where cornfield lie sunny and bright!

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace, like a dove in his flight,
Broods o'er brave men in the thick of the fight,
Everywhere. everywhere, Christmas tonight.

For the Christ Child who comes is the Master of all;
No palace too great and no cottage too small.

fir Fichte; *pine* Kiefer; *palm tree* Palme; *vine* Weinstock; *peak* Gipfel; *solemn* ernst; *cornfield* Getreidefeld; *bright* leuchtend; *gay* fröhlich; *patient* geduldig; *gray* (AE) BE: grey; *peace* Frieden; *dove* Taube; *flight* Flug; *brood* hier: kreisen; *"thick of the fight"* in der Mitte des Kampfes; *palace* Schloß; *cottage* kleines Bauernhaus

Teil 5: Christmas puzzles and games

1. *Christmas tongue-twisters*

1. Santa's sleigh slides slowly on slick snow. *sleigh* Schlitten; *slide/slid/slid* gleiten; *slick* glatt
2. Brian brings big bright bells back. *bright* leuchtend; *bell* Glocke
3. Santa stuffs Stephen's striped stocking. *stuff* stopfen; *striped* gestreift
4. Chilly children cheerfully chant. *chilly* kalt; *cheerfully* lustig; *chant* singen
5. Santa's sack sags slightly. *sag* durchsacken; *slightly* geringfügig

2. *A Christmas lettersquare*

There are 12 words about Christmas hidden in the lettersquare. Three of the words are written like this: →, four like this: ←, one like this: ↑, two like this: ↓, one like this: ↗ and one like this: ↖. Answer the 12 clues first so that you know what letters to look for in the lettersquare.

W	E	K	B	T	N	J	D	L	X	O	B
A	S	C	L	A	U	S	I	R	A	T	S
X	K	H	V	C	M	Y	E	K	R	U	T
D	C	R	R	C	O	J	S	U	Y	N	O
G	N	I	X	0	B	L	A	L	E	M	C
X	F	S	B	W	A	H	D	S	P	T	K
Q	N	T	Z	V	P	Q	E	Y	U	E	I
G	B	M	G	N	K	R	E	J	V	I	N
R	Y	A	I	Q	P	U	D	D	I	N	G
T	M	S	L	L	E	B	S	K	H	F	P
A	H	Z	J	G	V	Z	E	F	U	W	R
R	E	I	N	D	E	E	R	O	B	A	U

Clues

1. 26th December is called _____ Day.
2. Jesus Christ was born on _____ Day.
3. In English, "Heiligabend" is called Christmas _____.
4. At Christmas, families in Britain and the USA eat roast _____ and plum _____.

5. R_____ help Santa _____ to take presents to children.

6. The children put a _____ at the end of their beds for their _____ s.

7. A _____ in the sky showed the three wise men where to go.

8. A lot of things about the British Christmas come from the _____. That's where turkeys come from, too.

9. On Christmas Day all the church _____ ring.

3. *A Christmas basket*

Look at the things in the basket and say what the Browns are going to eat on Christmas Day. Colour the picture.

On Christmas Day the Browns are going to have some fruit

(_____, _____ and _____), two

_____ of _____, a _____ of _____, a

roast _____ with s_____ and as vegetables

_____, _____, _____ and _____.

After that, they are going to have _____ _____.

For tea, the Browns are going to have some b_____ and

b_____ with j_____, a nice Christmas _____, some

b_____s and t____ with m_____ to drink. If they don't

like tea, they can drink l_____. Mrs Brown also bought

some _____, _____ and _____.

4. A Mixed-up story

This is the story of the birth of Jesus in Nazareth. There are ten sentences in the story, but they are mixed up. Can you put them in the right order by putting numbers in the brackets? When you have done that, write down the correct story in your exercise-book.
Look at these words first:
innkeeper Gastwirt; *kind* gütig; *inn* Gasthaus; *hay* Heu; *manger* Futterkrippe; *count* zählen; *barn* Stall

[ ] But one of the innkeepers was a kind man.

[ ] Joseph and his wife Mary had to go to Bethlehem.

[ ] When they at last got to Bethlehem, all the inns were full.

[ ] So she put him on a bed of hay in a manger.

[ ] The Romans wanted to count all the people who lived in Judea.

[ ] When Mary had her baby, she didn't have a proper bed for him.

[ ] So they told everyone to go to the place where they were born.

[ ] This was hard for Mary, because she was going to have a baby.

[ ] He told Joseph and Mary that they could sleep in his barn.

[ ] They could not find a proper bedroom anywhere.

5. Mixed-up presents

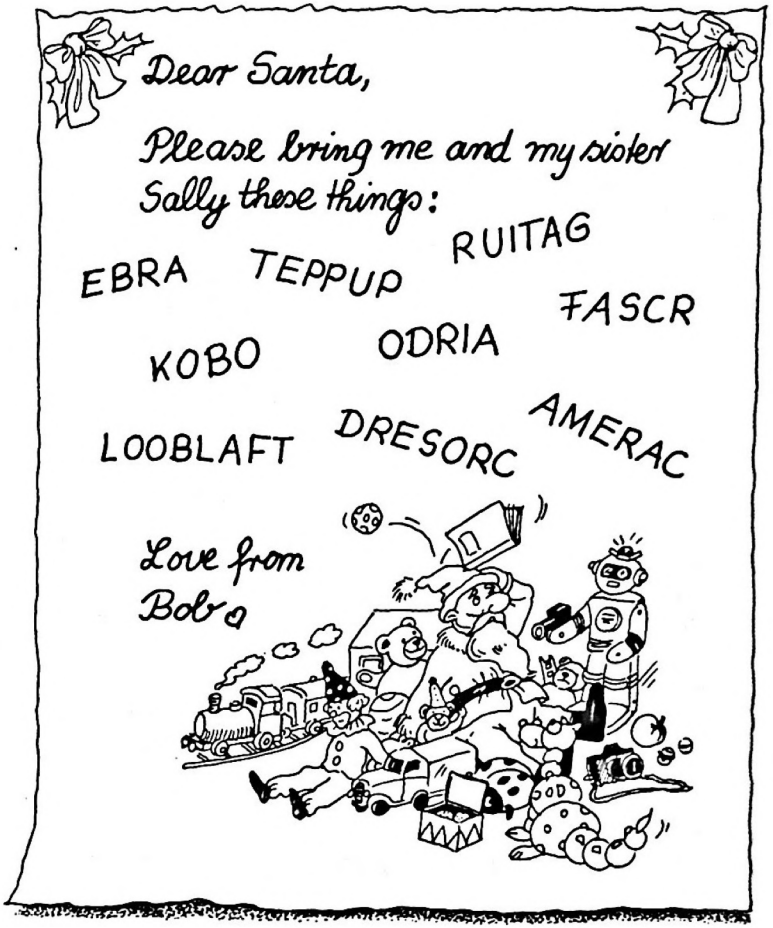
Put the letters in the right order to find out what Bob and Sally want for Christmas.

Bob and Sally want a _____, a _____, a

_____, a _____, a _____, a

_____, a _____, a _____ and some

_____.



Lösungen

2. Christmas lettersquare

Clues: 1 Boxing 2 Christmas 3 Eve 4 turkey, pudding 5 reindeer, Claus 6 stocking, present(s) 7 star 8 USA 9 bells

W	E	K	B	T	N	J	D	L	X	O	B
A	S	C	L	A	U	S	I	R	A	T	S
X	K	H	V	C	M	Y	E	K	R	U	T
D	C	R	R	C	O	J	S	U	Y	N	O
G	N	I	X	O	B	L	A	L	E	M	C
X	F	S	B	W	A	H	D	S	P	T	K
Q	N	T	Z	V	P	Q	E	Y	U	E	I
G	B	M	G	N	K	R	E	J	V	I	N
R	Y	A	I	Q	P	U	D	D	I	N	G
T	M	S	L	L	E	B	S	K	H	F	P
A	H	Z	J	G	V	Z	E	F	U	W	R
R	E	I	N	D	E	E	R	O	B	A	U

3. A Christmas basket

On Christmas Day the Browns are going to have some fruit (apples, oranges and bananas), two bottles of wine, a bottle of whisky, a roast turkey with sausages and as vegetables potatoes, beans, carrots and peas. After that, they are going to have plum pudding. For tea, the Browns are going to have some bread and butter with jam, a nice Christmas cake, some biscuits and tea with milk to drink. If they don't like tea, they can drink lemonade. Mrs Brown also bought some chocolate, sweets and eggs.

4. A mixed-up story

7 – 3 – 5 – 10 – 1 – 9 – 2 – 4 – 8 – 6

Wenn Sie das Puzzle nicht machen wollen, möchten Sie vielleicht die Geschichte "nur so" lesen lassen. Hier ist der richtig angeordnete Text.

The Romans wanted to count all the people who lived in Judea. So they told everyone to go to the place where they were born. Joseph and his wife Mary had to go to Bethlehem. This was hard for Mary, because she was going to have a baby. When they at last got to Bethlehem, all the inns were full. They could not find a proper bedroom anywhere. But one of the innkeepers was a kind man. He told Joseph and Mary that they could sleep in his barn. When Mary had her baby, she didn't have a proper bed for him. So she put him on a bed of hay in a manger.

5. Mixed-up presents

Bob and Sally want a bear, a puppet, a guitar, a book, a radio, a scarf, a football, a camera and some records.

Kapitel 5: Für das Poesiealbum

Das Poesiealbum ist bei jüngeren Schülern immer noch beliebt. Sprachlehrern bietet es sich an, einen Spruch oder einen kurzen Vers in der Fremdsprache zu schreiben. Das Problem liegt darin, daß die meisten Sprüche bzw. Verse sprachlich recht schwierig sind; deswegen bieten wir hier Vokabelfußnoten, die gegebenenfalls auch in das Poesiealbum übertragen werden können, an. Die Sprüche sind eher moralisch-belehrend, während die Verse belehrend, aber auch unterhaltsam sind. Die Eintragung hängt selbstverständlich von dem bestimmten Schüler ab.

Verse

1. I eat my peas with honey
   I've done it all my life
   It makes them taste quite funny
   But it keeps them on the knife.

2. **The Blackbird** (H. Wolfe)

In the far corner
Close by the swings
Every morning
A blackbird sings.

His bill's so yellow
His coat's so black
That he makes a fellow
Whistle back.

Ann, my daughter,
Thinks that he
Sings for us two
Especially.

blackbird Amsel; *swing* Schaukel; *bill* Schnabel; *fellow* Bursche; *whistle* pfeifen; *especially* besonders

3. **Little Arabella Miller**

Little Arabella Miller
had a woolly caterpillar.
First he crawled upon her mother,
then upon her baby brother.
All said: Arabella Miller,
take away that caterpillar.

woolly wollig; *caterpillar* Raupe; *crawl* kriechen

4. Mice (Rose Fyleman)

I think mice
are rather nice.

Their tails are long,
their faces small,
they haven't any
chins at all.
Their ears are pink,
their teeth are white,
they run about the house at night.
They nibble things
they shouldn't touch
and no one seems
to like them much.

I think mice
are nice.

chin Kinn; *nibble* knabbern; *touch* anfassen

5. There was an old man from Darjeeling
Who boarded a bus bound for Ealing
He saw on the door:
"Please don't spit on the floor,"
So he stood up and spat on the ceiling.

Darjeeling Stadt in Nordostindien; *board* einsteigen; *bound for* unterwegs nach; *spit, spat, spat* spucken; *ceiling* Decke

6. **The Cats of Kilkenny**

There were once two cats of Kilkenny,
Each thought there was one cat too many;
So they fought and they fit,
And they scratched and they bit,
Till, excepting their nails
And the tips of their tails,
Instead of two cats, there weren't any.

Kilkenny Stadt in Irland; *fought* Vergangenheit von *fight* (kämpfen); *fit* alte Form von *fought*; *scratch* kratzen; *excepting* außer; *nail* Nagel; *tip* Spitze

7. Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thurday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard for its living,
And a child that's born on the Sabbath Day
Is fair and wise and good and gay.

fair hübsch; *grace* Anmut; *woe* Sorge; *living* Lebensunterhalt; *Sabbath Day* Sonntag; *wise* klug; *gay* fröhlich

8. Love while you've got
love to give.
Live while you've got
Life to live.

9. He who aims
To keep abreast
Is for ever
Second best

aim beabsichtigen; *keep abreast* Schritt halten mit

10. Small people often overrate
The charm of being tall;
Which is, that you appreciate
The charm of being small

overrate überbewerten; *tall* hochgewachsen; *appreciate* (hier) schätzen

11. Laugh, and the world laughs with you;
Weep, and you weep alone;
For the sad old earth
Must borrow its mirth
But it has troubles enough of its own.
(Ella Wheeler Wilcox)

weep weinen; *sad* traurig; *mirth* Fröhlichkeit; *trouble* (hier) Schwierigkeit

12. (Christina Georgina Rossetti)
Better by far that you should forget and smile,
Than that you should remember and be sad.

by far bei weitem

13. If your lips would keep from slips
Of five things have a care:
To whom you speak, of whom you
Speak,
And how, and when, and where.

slip Fehler; *have a care* vorsichtig sein

14. **The Difference**

'Twixt optimist and pessimist
The difference is droll:
The optimist sees the doughnut;
The pessimist sees the hole.

'Twixt alte Form von *between* (zwischen); *difference* Unterschied; *droll* amüsant; *doughnut* Berliner (Kuchen); *hole* Loch

Sinnsprüche

1. *Abraham Lincoln:*
You can fool all the people some of the time,
And some of the people all the time,
But you can't fool all the people
All the time.

fool irreführen, auf den Arm nehmen

2. *E. Hubbard:*
The world is moving so fast these days
that the man who says it can't be done
is generally interrupted by someone doing it.

generally gewöhnlich; *interrupt* unterbrechen

3. *Rudyard Kipling:*
I never made a mistake in my life; at least, never one that I couldn't explain away afterwards.

explain away wegdiskutieren; *afterwards* nachher

4. *Thomas Edison:*
   Genius is one per cent inspiration and ninety-nine per cent perspiration.

inspiration Erleuchtung; *perspiration* Schweiß

5. *Anatole France:*
   It is better to understand a little than to misunderstand a lot.

6. *R. Frost:*
   Half the world is composed of people who have something to say and can't, and the other half who have nothing to say and keep on saying it.

be composed of bestehen aus

7. *J.C. Collins:*
   To profit from good advice requires more wisdom than to give it.

profit from einen Vorteil haben von; *advice* Rat; *require* benötigen; *wisdom* Klugheit

8. *Alexander Pope:*
   Blessed is he who expects nothing, for he shall never be disappointed.

blessed selig; *expect* erwarten; *be disappointed* enttäuscht sein

9. *Lord T.R. Dewar:*
   Minds are like parachutes: they only function when open.

mind Geist; *parachute* Fallschirm; *function* arbeiten

10. *R.S. Burdette:*
    Don't believe that the world owes you a living; the world owes you nothing – it was here first.

owe someone something jmdn. etwas schulden

11. *Samuel Butler:*
    All of the animals except man know that the principal business of life is to enjoy it.

principal business Hauptbeschäftigung

12. *Churchill:*
    Men occasionally stumble over the truth, but most of them pick themselves up and hurry off as if nothing had happened.

stumble over stolpern über; *pick oneself up* aufstehen

13. *Leacock:*
I am a great believer in luck, and I find the harder I work the more I have of it.

believer Anhänger

14. *M.W. Little:*
There is no pleasure in having nothing to do; the fun is in having lots to do and not doing it.

pleasure Vergnügen

15. Life is like a tin of sardines – there's always a bit in the corner you can't get at.

16. *W.R. Wallace:*
The hand that rocks the cradle
Is the hand that rules the world.

rock schaukeln; *rule* regieren

17. The experts said it could not be done. The fool, not knowing this, went out and did it.

18. *E.J. Phelps:*
The man who makes no mistakes does not usually make anything.

19. Laugh, and the world laughs with you.
Cry, and you cry alone.

20. Patience is a virtue, have it if you can,
Seldom found in woman, never found in man.

patience Geduld; *virtue* Tugend

Sprichwörtliche Redensarten

1. All that glitters is not gold.

glitter glitzern, funkeln

2. God helps them that help themselves.

3. It is not only fine feathers that make fine birds.

feather Feder

4. Trouble brings experience and experience brings wisdom.
experience Erfahrung; *wisdom* Klugheit

5. Lightning never strikes twice in the same place.
lightning Blitz; *strike* (hier) einschlagen

6. Don't teach your grandmother how to suck eggs.
suck eggs Eier aussaugen (Versuche nicht, Menschen, die viel erfahrener als du sind, über Selbstverständlichkeiten aufzuklären.)

7. Better be first in a village than second in Rome.

8. Don't count your chickens before they are hatched.
be hatched ausgeschlüpft sein

9. Two wrongs do not make a right.

10. A good beginning makes a good ending.

11. He that nothing questions, nothing learns.
question fragen, in Frage stellen

12. Better late than never.

13. Nothing is impossible to a willing heart.
willing willig

14. The bread never falls but on its buttered side.
but (hier) außer

15. Necessity is the mother of invention.
necessity Notwendigkeit; *invention* Erfindung

16. Make hay while the sun shines.
hay Heu

17. When one door shuts another opens.

18. The darkest hour is that before the dawn.
dawn Dämmerung

19. Every cloud has a silver lining.
lining (hier) Randstreifen

20. Everything comes to him who waits.

21. We must learn to walk before we can run.

22. A bird in the hand is worth two in the bush.
be worth wert sein

23. Promises may make friends, but it is performances that keep them.
promise Versprechung; *performance* (hier) Durchführung

24. As you make your bed, so you must lie on it.

25. Don't put all your eggs in one basket.

26. One hour's sleep before midnight is worth two after.

27. Men are not to be measured in inches.
be measured gemessen werden

28. Empty vessels make the most sound.
vessel (hier) Behälter

29. Time and tide stop for no man.
tide Gezeiten (Ebbe und Flut)

30. Where there is a will there is a way.

31. Haste makes waste.
haste Hast, Eile; *waste* Abfall

32. Give and take is fair play.

33. A friend in need is a friend indeed.
in need in der Not; *indeed* in der Tat

34. You can lead a horse to water but you can't make it drink.

35. The pen is mightier than the sword.
mighty mächtig; *sword* Schwert

36. You cannot have your cake and eat it.

37. A man is known by the company he keeps.
company Gesellschaft

38. When in Rome do as the Romans do.

39. Treat others as you would like to be treated.
treat behandeln

40. There's no rose without a thorn.
thorn Dorn

41. It's the early bird that catches the worm.

42. It's an ill wind that blows no good.
ill (hier) schlecht

Kapitel 6: Frag mich morgen – Antworten auf knifflige Fragen

1. *Deutsch oder Englisch?*
Wir haben uns lange überlegt, ob wir die Texte in diesem Kapitel in Deutsch oder Englisch verfassen sollten. Schließlich haben wir uns für Englisch entschieden, und zwar zugunsten der "lehrerentlastenden Funktion" der *Fundgrube*. Wir halten es für nützlicher, wenn wir dem Lehrer nicht nur aktuelle Informationen, sondern auch die notwendigen Formulierungshilfen und das entsprechende englischsprachige Fachvokabular zur Verfügung stellen. Wir haben versucht, die Sprache möglichst "schülergemäß" zu halten. Wo nötig, sind schwierigere Wörter und Ausdrücke in zweisprachigen Fußnoten erklärt.

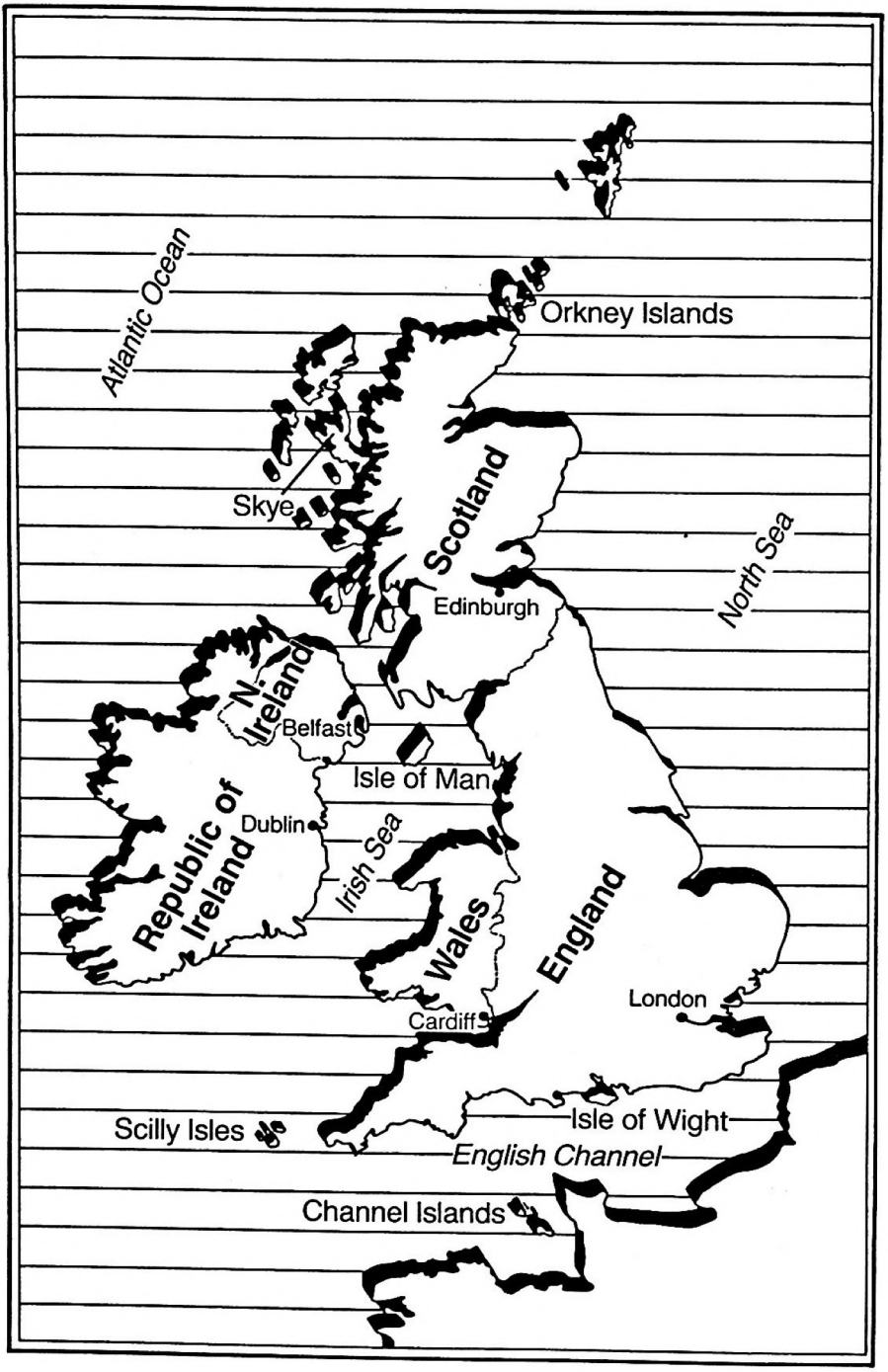
2. *Themenbereiche*
Das Kapitel gliedert sich in zwei Bereiche: Teil Eins beschäftigt sich mit landeskundlichen Informationen und Teil Zwei mit diversen Fragen zur Sprache.

3. *Themenauswahl*
Wir haben ganz pragmatisch die Themen ausgewählt, zu denen im Laufe unserer Unterrichts- und Verlagstätigkeit die meisten Fragen gestellt wurden. Selbstverständlich repräsentieren die einzelnen Teile nur einen Querschnitt durch alle möglichen Fragen.

Knifflige Fragen über Großbritannien

1. *What is the difference between the British Isles, Britain, Great Britain and the United Kingdom?*

The British Isles
This is a purely geographical term taking in the two main British islands of Britain and Ireland, together with the 5000 or so smaller islands around their coasts. The Channel Islands are geographically a part of France, and are thus not a part of the British Isles. The Isles of Scilly (pronounced "Silly") off the coast of Cornwall, which are sometimes wrongly referred to as "Channel Islands", are in fact part of the British Isles.


Atlantic Ocean
Orkney Islands
Skye
Scotland
North Sea
Edinburgh
N. Ireland
Belfast
Isle of Man
Republic of Ireland
Dublin
Irish Sea
Wales
England
London
Cardiff
Scilly Isles
Isle of Wight
English Channel
Channel Islands

Britain

Being very strict and exact, nowadays Britain really exists only as a geographical name meaning the biggest island of the British Isles, and as a historical name as in "Roman Britain" (but see also *Popular Usage* below).

Great Britain or the United Kingdom?

The Personal Union of 1603

Elizabeth I of England had no children. When she died in 1603, James VI of Scotland became James I of England and Wales. The three countries were united in the person of their king. For this reason, it was called the "personal union". To mark this event, the name "Great Britain" ("great" meaning here "big", as in "Greater London") was used for the first time at James' coronation in 1604. The personal union did not lead to a formal political and economic union, and so it was only of symbolical interest.

The Act of Union of 1707

The three countries – England and Wales on the one side and Scotland on the other – were not formally united by Act of Parliament until 1707. For this event, a completely new name was thought up, *the United Kingdom of Great Britain.*

The Imposed Union of Ireland of 1801

When Ireland was united with the rest of the British Isles by force in 1801, the name was simply changed to *the United Kingdom of Great Britain and Ireland.*

Irish Independence of 1921

When the 26 counties of southern Ireland got their independence in 1921, the name became *the United Kingdom of Great Britain and Northern Ireland*, and that is the full name of the country today. As political terms, therefore, the *United Kingdom* and *Great Britain* are practically the same, though strictly "Great Britain" does not really include Northern Ireland.

The Question of Usage

Official Usage

Up to the 60s, *Great Britain* was by far the most common name used by Parliament and the government to talk about the country as a whole. Only in Acts of Parliament and other legal documents does one regularly find the term *The United Kingdom of ...* after 1707. During the last twenty years or so, however, there has been a growing readiness to use *United Kingdom* instead of *Great Britain.* This name can be found more and more often in cabinet papers, parliamentary speeches, government announcements, official publications of all kinds and even in more formal newspaper articles. Perhaps with the loss of the colonies, a string of diplomatic failures in Europe and the spread of "Little England" attitudes at home, many people felt embarrassed at using such a

pompous and easily-misunderstood word as "Great". Be that as it may, in official usage United Kingdom is very much on the up.

Popular Usage

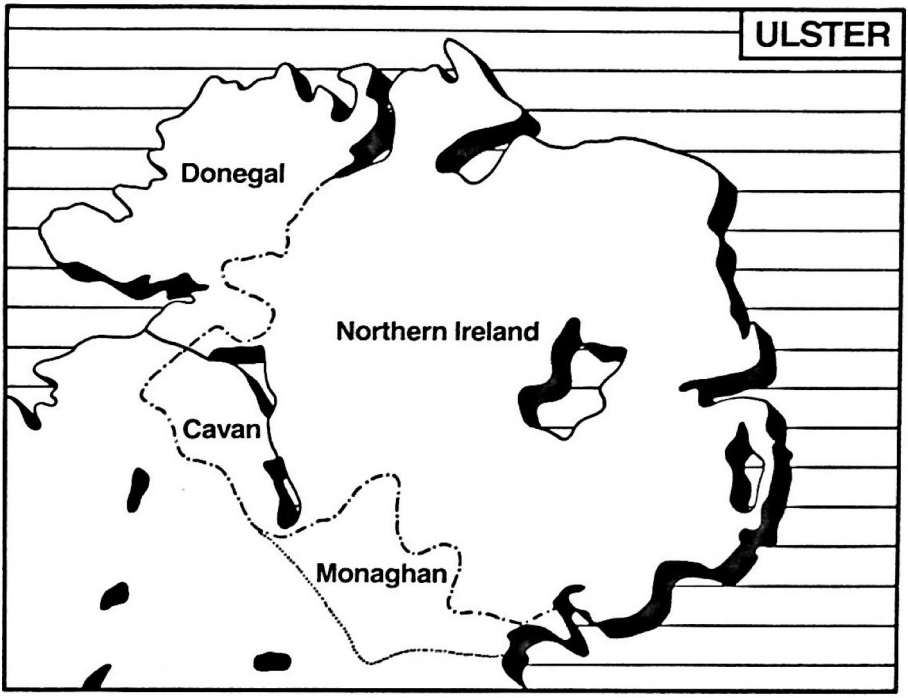
On the whole, popular usage avoids the whole problem by saying *Britain*, *GB*, or by referring to *England*, *Scotland* or *Wales*, as appropriate. Despite this, at least *UK*, if not "United Kingdom", seems to be getting more and more popular, as any listener to BFBS or the BBC's World Service will know.

Summary

Name	Term	Usage	Meaning
Britain	geographical	general	The biggest of the British Isles, i.e. England, Scotland, Wales and the surrounding coastal islands.
Britain	historical	academic	The whole country before the Anglo-Saxon settlement and the breaking-up of the country into separate kingdoms etc.
Britain	political	popular	Short, everyday name for "Great Britain" or "United Kingdom", i.e. the country as a whole.
Great Britain	political	official, especially up to the 1950s.	England, Scotland and Wales after the Personal Union with Scotland in 1603. Often used (inaccurately) for the whole country, i.e. to include Ireland.
United Kingdom	political	legal	England, Scotland, Wales: 1707-1801; + Ireland: 1801- 1921; thereafter Northern Ireland.
United Kingdom	political	general/ official	Tending to replace "Great Britain" in official circles after second world war.
"UK"	political/ geographical	popular/ general	Used with increasing frequency for the whole country.
"GB"	political/ geographical	popular/ general	Competes with "UK" as "poppy" name. Used on cars.
British Isles	geographical	general	The islands of Britain (see Isles above) and Ireland + their coastal islands, but excluding the Channel Islands.

NOTE: Despite all that, you normally just say *Britain* or *the UK* (NOT "Uke" as a spoken word), and NEVER England unless you mean England and England alone.

2. *Are Northern Ireland and Ulster the same?*



No, they're not.

Northern Ireland is the six mainly Protestant counties of Londonderry (or just Derry), Antrim, Tyrone, Down, Armagh and Fermanagh which chose not to separate from the United Kingdom in 1921. These counties are still part of the UK and make up the Province of Northern Ireland. In less troubled time, the Province of Northern Ireland had its own elected parliament, the Stormont, and was in all internal affairs largely independent of Parliament in London. Tragically, this large measure of independence was abused to the advantage of the Protestant majority and at the expense of the Catholic minority. Today, Northern Ireland is governed from London, and will continue to be so until a settlement of the Troubles is found.

Ulster is a geographical term referring to the northern part of the island of Ireland. It is made up of the six counties of Northern Ireland (see above) plus two counties, Donegal and Monaghan, that are in the Republic of Ireland. It is thus possible for a person born in North Ireland to call himself an "Ulsterman" and for a person living there to say that he lives in "Ulster". It is not however, possible for him to refer to his country as "Ulster", because Northern Ireland is just a part of Ulster.

3. *What are "yellow lines"? What do the different yellow lines mean?*

No lines	You can park at all times.
Broken yellow line	You can park at the times shown on small signs placed at intervals along the road.
Unbroken yellow line	No parking on Mondays to Fridays until quite late – often 10 pm, sometimes 7 pm.
Double lines	No stopping at all except in an emergency.

4. *What do British postal codes mean?*

Some examples of British postal codes

An address in	Cheltenham, Glos:	GL52 6YU
	Beccles, Suffolk:	NR34 9DS
	Fulham, London:	SW6 6RF
	Cambridge:	CB2 1TX

What the codes mean

a) British postal codes are made up of more elements than the German ones, and they thus contain a lot more information.

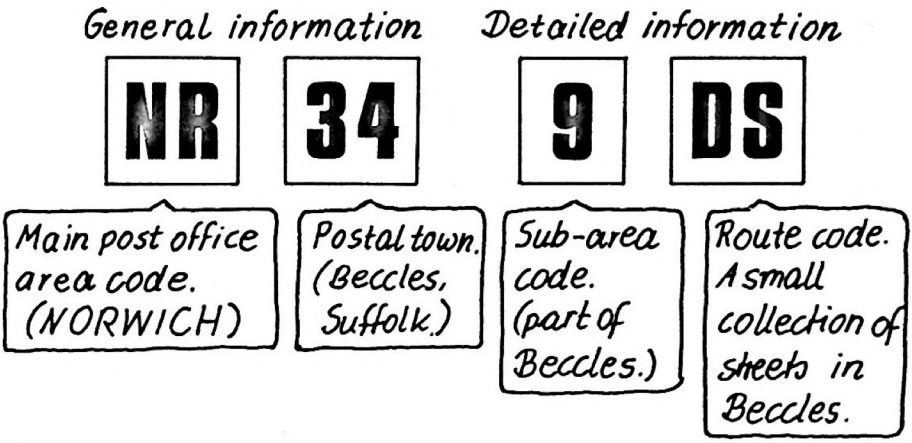
b) Postal codes have six or seven letter/number combinations depending on the code of the postal area.

c) The first part of the British postal code is the equivalent of the German four-figure code, i.e. it indicates the area covered by a main area post office, or better, sorting office, and the postal town. GL52, for example, stands for the main sorting office in Gloucester (GL), and the postal town, in this case Cheltenham (52).

d) The last part of the code contains two bits of information. The number shows the part of a bigger town or rural area in which a particular address is located. It is like the "41" in the German address "4600 Dortmund 41". The "6" in "GL52 6YU" is Charlton Kings, a suburb of Cheltenham.

e) The two letters show the route taken by an individual postman when delivering. Staying with GL52 6YU, "YU" represents a small group of streets in East End, Charlton Kings, for which a particular postman is responsible.

Summary



Other points

a) The two main elements of British postal codes – general information and detailed information – must be written separately: NR34 9DS.

b) To be of any use, the code must be written last and alone. Otherwise, the automatic sorting machines used by the Royal Mail are unable to read them. Correct lay-out:

> 41 Chase Avenue
> Charlton Kings (optional)
> Cheltenham
> Gloucestershire (optional)
> GL52 6YU "last and alone"

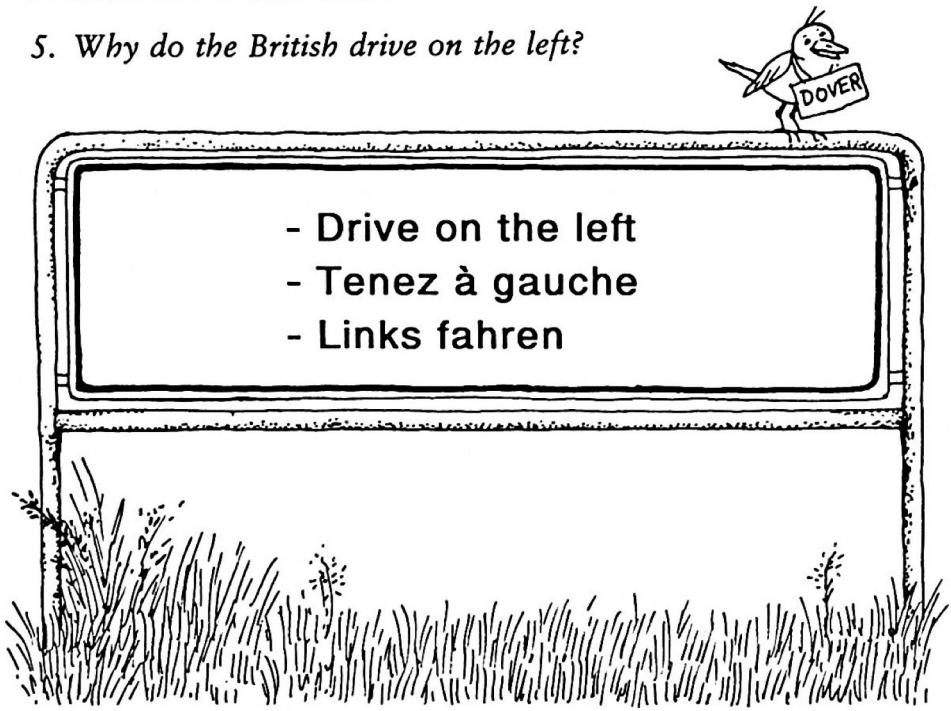
c) If you want to include the name of a country in a British address, then it must appear either between the county name and the postal code:

> ...
> Gloucestershire
> England
> GL52 6YU

or over to the left of the address, well away from the postal code:

> ...
> Gloucestershire
> England GL52 6YU

5. Why do the British drive on the left?



There are three standard answers to this question.

a) *The British are bloody-minded and "anti-European". They like to be different from everyone else, but especially from "the Continentals".*

It may well be right that the British are bloody-minded, anti-European and the rest of it, but their driving on the left isn't a very good way of proving this. Up to the late 18th century, driving on the left was general throughout Europe, as the positioning of old milestones and signposts shows. Driving on the left is, therefore, at best good evidence of British conservatism.

b) *In Roman times, the shield was carried with the left hand, and the sword or spear in the right. In the days of frequent ambushes, it was sensible for soldiers to march on the left so that the protected side of the body was nearest the likely direction of attack, and the right hand was free to fight off an attack with the sword or spear.*

Not bad. Certainly better than a).

c) *A horse is mounted from the left by putting the left foot in the stirrup and swinging the right leg over the animal's back. Especially near inns, toll-gates and other such places, mounting stones were often provided to help the short and fat to mount their horse. These mounting-stones had to be located on the left hand side of the road, seen from the direction the rider was travelling.*

Sounds more likely.

For years, there has been sporadic, if rather half-hearted, discussion in Britain about changing over to driving on the right. The last time this seemed a real possibility was when Sweden abandoned driving on the left during the late 1950s. Today, however, it looks as if things will certainly stay as they are. Why?

There are five reasons:

a) The enormous cost of a change.
b) The question of road safety during the change over.
c) A change is not essential, as Britain is an island.

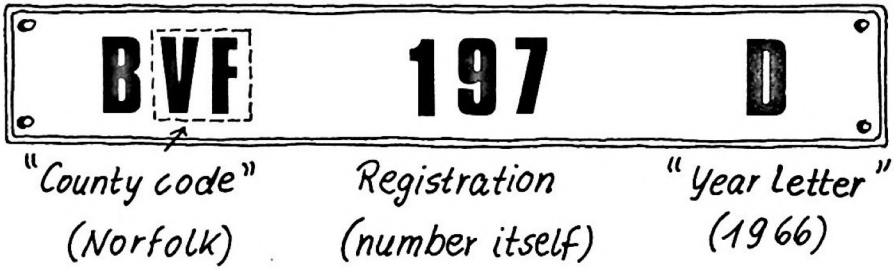
d) Such "eccentricities" set Britain apart from the rest of Europe, and help to make it an interesting place to visit.
e) Driving on the left means that the steering-wheel is on the right and the gears are changed with the left hand. As most drivers are right-handed, this in turn means that the "preferred hand" stays on the steering-wheel during gear-changes, thus increasing road safety.

6. *Have British car number plates got any meaning?*

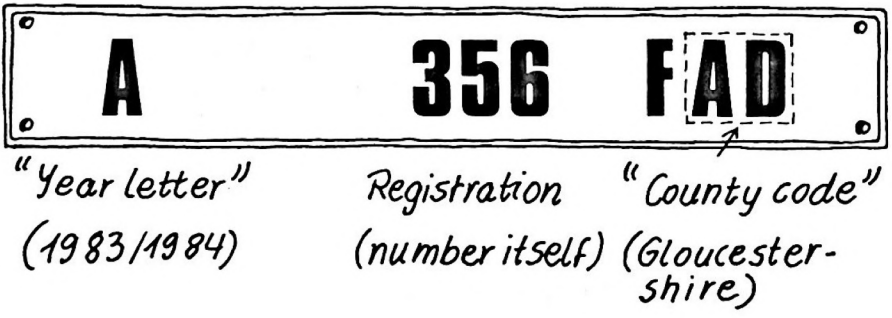
The short answer to this question is, "Yes, but not much". Alternatively, there was once a more or less describable "system", but there are now so many irregularities and inconsistencies in it that you've got to know where to look.

First, look at these two number plates:

Number plate, new registrations, January 1963 to July 1983



Number plate, new registrations, August 1983 onwards



Problems with number plates

a) Unlike in the case of Germany and most other Continental countries, there is no way of easily telling from the "county code" where a particular car comes from. Even if you've got a list of codes, this will only tell you in which county (or bigger city) the car was first registered, i.e. given a number. This is because in Britain and Ireland cars keep their number, no matter where the new owner lives.

   On the other hand, local residents will undoubtedly know at least some of the two-letter codes that apply to their county. Most Norfolk people will know, for example, that VF and AF are "Norfolk codes", just as people in Gloucestershire know that AD are "their letters". (Gloucestershire has amusing registration numbers like BAD, CAD [*Schuft*], DAD, FAD [*Schrulle*], HAD, LAD, MAD and so on.)

b) As said above, one always has to be careful to say "first registration", as cars keep their first number unless the new owner wants a new one for some reason.

The County Code (A little help, but not much)

a) County codes containing the letter "L" are "fairly likely" to show that the car was first registered in London. (But Dorset has LJ.)

b) Cars with "S" in the two-letter code were first registered in Scotland. (unless of course, it belongs to a Scot who bought the car in England and insisted on changing the number to a Scottish one)

c) Cars with "Z" or "I" in the two-letter code were first registered (or re-registered) in either the Republic of Ireland or Northern Ireland. (They are united at least in matters of car registration.)

The Year Letter

The "year letter" also has a certain half-hearted logic. Year letters began in 1963, in which year the car licensing authorities quite simply ran out of numbers. (There were tens of thousands of unused numbers lying around in a thousand scrap-yards, but no one had thought to note them down.) Anyhow, in 1963 a new system was introduced, and the letter "A" was put at the end of (some) registration numbers, after the 3-figure control-code (see illustration page 120).

Two things then happened, however, to bring welcome British muddle.

a) At the start of the 70s the car makers persuaded the then Labour government to introduce a new "car registration year" which ran from August 1st one year to July 31st the next. As the "year letter" had become an important element in deciding when to buy a new car, it was hoped that this would liven

up the market for new cars during the dead summer months and thus reduce the need to keep huge numbers of new cars in stock at factories and dealers until the market picked up again in the autumn.

b) A further problem is that certain letters weren't used in the year code. This was because of the possibility of confusion. This applies to the letters "I" and "O", which could get confused with the numbers "1" and "0". The same applies to "Q" and "U". "Z" wasn't used because of the Irish number plates (though "S" was, despite the Scots). Be that as it may, the year letter at least gives you a vague idea of how old the car may be, and is thus quite important when buying a second-hand vehicle.

c) Today the "year letter" is placed at the beginning of the number.

7. *What is the difference between British beer and Continental beer? What is the difference between the various kinds of British beer?*

The Campaign for Real Ale (CRA)

Compared with the Continent, the variety of British beers and ales is confusing. This has been caused at least in part by the revival of "real ale" in recent years. The Campaign for Real Ale, started by lovers of traditional British ale in the 60s, has proved to be by far the most effective "consumer movement" in Britain and, indeed, in Europe. The aim of the CRA was to fight the commercially-motivated big breweries such as Watneys and Ind Coope, who had not only taken over and killed off a mass of smaller traditional houses, but also abandoned established methods of beer-making in favour of modern industrial techniques. The result was a kind of artificial chemical brew such as the awful Watneys *Red Barrel.* The CRA ran beer festivals to promote real ale, and also issued a popular pocket guide listing pubs where you could still buy proper ale. The climax of the campaign came when CRA lawyers got a court ruling which stopped Watneys calling *Red Barrel* "real British beer" in their advertising. This famous ruling compelled the big breweries to abandon their "rationalisation policies" and re-introduce traditional beers and ales.

This means, however, that in Britain older methods of brewing – and, above all, of delivering beer to the tap – have survived or have been revived, and now exist alongside more modern techniques.

Understanding British Beer

To understand British beers and ales, you need to look at four things:

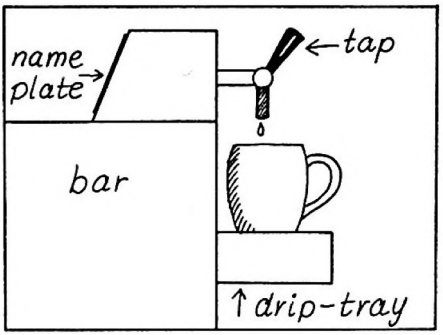
a) The method used to deliver the beer to the tap or glass.
b) The difference between "beer" and "ale".
c) The kinds of beers and ales.
d) As always with English, the question of usage.

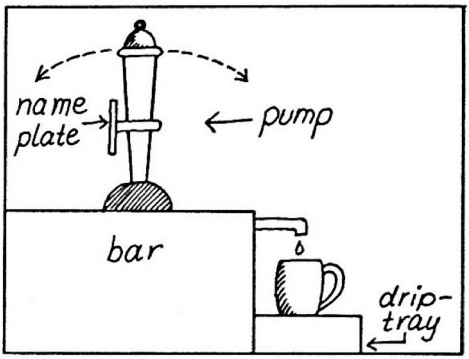
British beer explained

a) *Delivering Beer to the Tap*

– Keg

This is the German way, so *vom Faß* should really be translated as "keg beer" or "from the keg", and not as "on draught". Keg beers are stored in metal barrels (i.e. kegs) and delivered to the tap by means of carbon dioxide gas being forced under pressure into the keg, thus driving the beer out. Unluckily, the gas goes into the beer, thus making it – at least according to traditionalists – unpleasantly "gassy" and giving it a too big a head (*Blume*). Traditionalists and those claiming to know good beer reject keg.





– Draught [dra:ft]

This is the traditional way of getting beer out of the barrel into the glass. The beer is pumped out of the barrel by means of an ordinary syphon pump and without the help of chemical propellants. The beer is still and without a real head. Nowadays, draught beer is generally stored in metal barrels, though they are bigger and not quite the same shape as a keg. If you are very lucky, you may find small breweries still using wooden barrels, though this is increasingly unlikely. Unfortunately, the old craft of the cooper (i.e. "barrel-maker") has almost died out. Traditionalists drink only beer on draught.

b) *The Difference Between "Beer" and "Ale"*

Strictly, if you are speaking of beer brewed in the British way, the word you need is ale. Thus one ought to say bitter ale, mild ale, strong ale and so on, but lager beer (lager is a pale beer brewed in the German way). Everyday usage is, however, more generous, and you'll nearly always hear people talking about "bitter beer" etc. (Strangely, this generosity doesn't seem to extend to lager: you can't say "lager ale"!)

c) *The Kinds of Beers and Ales*

– Bitter ale/beer
This bitter-tasting beer is by far the most popular beer in Britain, and most pubs have more than one kind or make on sale. Bitter is to be had both "keg", i.e. cool and slightly fizzy and with a frothy head, and "draught", i.e. room temperature, still and without a head. While lovers of real ale prefer draught, people used to Continental beers will probably prefer keg at least at first. Bitter ales are normally available in two strengths, namely "ordinary" and "special". "Special" is slightly stronger than "ordinary", and also has more "body". The alcoholic content of bitter is about the same as German pils.

– Mild ale
Mild used to be popular in East Anglia, particularly Norfolk. It, too, has seen a renaissance in the wake of the Campaign for Real Ale, though you still won't find it everywhere. Like bitter, mild is available as keg beer and on draught. Mild is darker than bitter, and – as the name suggests – also sweeter to the taste. The alcoholic content is about the same.

– Stout
The most famous stout is, of course, Guinness, though most of the bigger breweries make this kind of beer, at least in bottles if not on draught. Ordinary stout, Guinness for example, is almost black with a bitter and refreshing after-taste. It is about the same strength as bitter, and is said to be good for the nerves. (Some older physicians still prescribe stout for those suffering from nervous ailments, and that's not a tall story.) Cream stout is considerably sweeter and smoother than ordinary stout, and is popular among women.

– Lager
Lager is a light, refreshing, fizzy beer made in the German way. As on the Continent, lager is served cold with a head and is to be had only as a keg or bottled. (You may well see notices saying "Draught Lager" or "Lager on Draught", but you'll find that this in fact means keg.) In recent years, lager has seen a real boom, being particularly popular among the young, tourists and women. It is also drunk by yuppies, who think ordinary British beer is vulgar. Several big Continental breweries, especially Heineken (Holland), Stella Artois (Belgium), Carlsberg (Denmark), DAB and Henninger (Germany) and Kronenburg (France) have succeeded in establishing themselves in Britain. One reason for the popularity of Lager is that it can be mixed with clear lemonade to make "Shandy" (*Radler*) or with a shot of lime to produce "Lager and Lime". Both these drinks are popular amongst those who don't really like beer, but don't want to drink spirits. As you'd expect, lager is despised by traditionalists as a poor castrated thing.

– Pale ale, light ale, "India ale", "Burton ale"
These are all the same, and are in fact the bottled equivalent of bitter. "India ale" is a hangover from the Empire, this kind of beer having been drunk by the British in India and on the ships sailing to and from. The best pale ale is said to be brewed in Burton upon Trent in Staffordshire, so if you see notices advertising Burton ales, you'll know why.

– Brown ale
It would be tempting to think that brown ale is just the bottled variety of mild, but in fact this is not so. Brown ale has a reddish, chestnut colour, and a smooth, sweetish taste; it is also markedly stronger than mild ale. The most famous brown ale is brewed by the Newcastle Breweries in Newcastle upon Tyne, and is now also to be had on draught under the name Newcastle Brown.

– Strong ale, "barley wine"
Strong ale is a little darker than brown, and comes in small bottles of 1/3 pint capacity. It is sweet to the taste, with a thick, almost syrupy, texture. This beer really is strong, so be warned. It is a little like the German *Bockbier*. Barley wine is just another name for strong ale.

d) *Usage: Summarizing and Adding a Bit More*

– You can use beer for ale, but not ale for beer.

– You may see or hear the expression Draught Lager or Lager on Draught, but in fact you'll find it's keg (or not lager).

– When ordering draught or keg beers, you must say how much you want: "A pint of ordinary bitter, please" or: "A half (pint) of mild, please".

– If there is more than one kind or make of some particular beer on sale (and there almost always is), it is wise to say which one you want: "A half (pint) of Tolly Cobbold, please", "A pint of Hansa, please". (Hansa is DAB pils in Britain.)

– In some pubs, you could be asked whether you want your beer "straight" or "with a handle". This refers to the shape of the glass, i.e. a straight-sided glass without a handle or a mug with a handle.

– The correct way of holding a beer mug is to take the body of the glass in your hand, and push the middle two fingers through the opening formed by the handle. You thus drink from the side of the glass opposite the handle.

8. What is the Church of England?

Henry VIII's role

Misunderstanding No. 1: "Henry VIII was a womanizer who had six wives."

Henry VIII (1509–1547) may have been a womanizer, but this most certainly wasn't the reason why he married so often. Henry's biggest problem was that he didn't have an heir to succeed him. His wife, Catherine of Aragon, was pregnant several times but the babies never survived. (The marriage itself was happy, which probably caused a lot of problems for Catherine's five successors.) To ensure the succession, Henry VIII wanted Pope Clement VIII to annul his marriage so that he was free to marry the much younger Anne Boleyn, with whom he hoped to have children. The question of the succession was politically extremely important. Had Henry VIII died childless, the Crown could have passed to the Scots, who were allied to the French.

Misunderstanding No. 2: "Henry VIII broke with Rome and founded the Church of England."

Pope Clement wouldn't agree to Henry's wish for an annulment. After a lot of diplomatic activity, Henry finally declared himself head of "the Church in England" and arranged for Parliament to give him a divorce. (Sir Thomas More's refusal to agree to this cost him his head.) England was, however, still Catholic. Henry merely no longer recognized the Pope as the head of the "Roman Catholic church in England".

Henry VIII's Immediate Successors

Henry was succeeded by his son, the sickly Edward VI, who was friendly towards the Protestants. He introduced a number of reforms that benefited them. Edward only reigned for six years, and was succeeded by his half-sister, Mary, a devout Catholic, in 1553. Mary was determined to turn the clock back. Her persecution of the Protestants was so savage that she got the nickname Bloody Mary. (This name is now given to a popular cocktail made by mixing vodka and tomato juice.) Luckily for the Protestants, Mary didn't survive long. She died in 1558 and was succeeded by Elizabeth I.

The Elizabethan Compromise

Elizabeth at once set up the Church of England (otherwise known as the Anglican Church), solely for pragmatic political reasons. The new church was aimed at accommodating everyone except the extremists on both sides. All Elizabeth wanted was an end to civil unrest. The Church of England retained the hierarchy and ceremony of the Roman Catholic church while being Lutheran in its rejection of papal authority, a celibate priesthood and in many elements of its

form of service. (Elizabeth's remark to the Archbishop of Canterbury about married priests: "Let them take wives. They won't turn towards Rome if they must turn away from their women.")

The Church of England Today

The Church of England is still the established church ("state church") in England and Wales, with the monarch at its head. Theologically, the CofE is very tolerant: it does not regard divorce or cohabitation as being a deadly sin, it puts up with divorced and remarried priests, it tolerates homosexuality among its priests, and it is probably about to allow the ordination of women.

A distinction tends to be made between "low church" – i.e. plain and simple, without outward ceremony – and "high church", which ceremonially is nearer the Roman Catholic tradition. This has led to the (restricted) use of the term "Anglo-Catholic". This split within the CofE makes negotiations with the Methodists, who are close to the "low Anglicans", and with the Roman Catholics, who have much in common with "high Anglicans", exceptionally difficult.

The established church in Scotland is the Church of Scotland (adj. Presbyterian), which is Calvinist, a fact which underlines the country's historical links with France. About 55% of the population of England and Wales, mainly concentrated in rural England, is said to be at least nominally Anglican, and roughly the same proportion are nominally Presbyterian in Scotland.

There is no "church tax" in Britain: all religious communities, including the established church, have to get along without state support.

In the USA, the Anglicans are called Episcopalians because of their recognition of the authority of bishops.

9. *Has the Royal Family got a surname?*

Yes, it has. The Royal Family has had a number of surnames in its time, including Godwinson, Plantagenet, Tudor, Stuart, Hanover (the English form of Hannover) and, since 1917, the present name of Windsor. The family changed its name to Windsor during the first world war because it didn't want to have a German-sounding name for propaganda reasons. Interestingly, the last "English" family to sit on the Throne of England were the Godwinsons, who lost it in 1066. The Plantagenets were Norman French, the Tudors were Welsh, the Stuarts Scottish and the Hanovers, of course, German. Other Anglo-German families that changed their name during the first world war were the Battenbergs (to Mountbatten) and Lord Fischer (to Fisher).

10. Why do the British call the deutschen Schäferhund "Alsatian" and the deutsche Dogge "Great Dane"?

Just as the royal family was called Hanover up until 1917, so were these two breeds of dog referred to by their German name, i.e. German Shepherd (dog) and Great German Dogge. As a result of the highly emotional anti-German propaganda that accompanied the outbreak of war, the names were changed.

11. What is the "National Curriculum" for schools? How is it different from the old curriculum?

Until the National Curriculum (NC) was introduced in 1988, schools in Britain were free to decide themselves what subjects and what subject matter they taught. The only "compulsory subject" was Religion. Public examinations like the old General Certificate of Education (GCE) and the Certificate of Secondary Education (CSE) were run by the universities, who also wrote the examination syllabuses. However, the syllabuses were so broad that it came close to an "anything goes" situation. In the case of the CSE, a lower level exam equivalent to the *qualifizierten Hauptschulabschluß*, schools could tell the local university examination board what they had taught and asked to be tested in it. Margaret Thatcher's government was sure that the lack of a common curriculum for all was a main reason for the often very low academic standards of many British schools. The new National Curriculum is compulsory and lays down what subjects are to be taught, and how. For the first time, all British schools will be teaching their pupils a fixed body of knowledge imposed on them by central government. The old GCE and CSE examinations have also been merged and replaced by a single examination, the General Certificate of Secondary Education (GCSE), also taken at 16 and 18, offered at various levels.

Whether the National Curriculum will in fact do what is expected of it is at least highly debatable, though it is indeed an improvement on the old system. Many observers think, however, that the root of the problem of the appallingly low standards of many British schools lies elsewhere: half-derelict buildings, lack of equipment and – above all – badly paid teachers of low social and professional status. As one London head teacher put it: "The NC gives us a good network of roads and motorways. Now let's repair the cars and train the drivers so that we can use it."

12. Why are British football fans so violent?

A great deal of research has been done on violent British football fans, and it has come up with some interesting findings. The old pragmatic idea that the typical violent fan is an unemployed and disadvantaged working class youth getting rid of his – understandable – frustration by breaking the place up seems to be at best only a partial answer. A surprisingly large number of the most violent fans come from "nice" middle-class homes and are well-educated. These fans may be getting rid of their frustrations, but they are not frustrations caused by poverty, unemployment or social rejection. Most violent fans also seem to be reasonably well-off: well-off enough to equip themselves with elaborate "uniforms", buy tickets to away matches, often abroad, and to finance incredible amounts of alcohol.

Violent fans do, however, seem to have something in common:

a) They are likely to come from cold, loveless homes without warmth, discipline or a regular and predictable daily routine.
b) Their family is likely to be dominated by a dogmatic and loudmouthed father who is himself prone to emotional extremes and sharp changes of mood. The mother is likely to be weak and defeatist or as bad as the father.
c) Punishment is likely to be physical, violent and inconsistent.
d) At school, the fan was either a bully, or the victim of bullying.
e) Except at the crudest sexual level, he is unlikely to have much interest in girls, and feels uncomfortable in female company.
f) His main free time activity is likely to be watching crudely violent videos and TV programmes.
g) He is likely to have problems expressing himself verbally.
h) He is likely to lack self-confidence and faith in himself as an individual.

These factors will tend to produce attitudes that accept group violence as the norm.

As convincing as all this may seem, it still does not answer the question why this phenomenon is so specifically British. After all, there are people of this kind in

every country and every culture, but they don't turn into uniquely violent football fans. Fan violence is virtually unknown, for example, in the USA. In continental Europe it is restricted to small numbers of often politically motivated – or manipulated – people, as in some Dutch and German cities.
Three further reasons have been offered to explain the unique "Britishness" of football violence:

a) Compared with most other countries, British television broadcasts a proportionately much greater number of violent programmes, for example war films.
b) Toys that involve violence, or even glorify it, are widely advertised on TV and are extremely popular among the young.
c) The fans are the products of what is arguably the worst schools in Europe.

13. What are the new opening times for pubs?

Pubs used to have to close in the afternoons between two and six. They can now stay open if they wish. Otherwise the opening times are the same as they were before. No pub is allowed to open before 10.30 am or to stay open after 11 pm without a special licence. Hotel bars can, however, serve alcohol to guests whenever they want.
British landlords/landladies [*Gastwirt(-in)*] are much harder about serving drinks to minors than is the case on the Continent. The "Under 18 Rule" is strictly enforced, and not just by the police. This says that no one under the age of 18 or *who looks as if he could be under 18 and is not able to prove otherwise* may buy or be served alcoholic drinks.

14. Do all British schools have a school uniform?

No, they don't.
It is now left up to individual schools to decide if they wish to have a school uniform or not, and also to decide what pupils should wear them. (VIth Form pupils have usually not had to wear a uniform for some time.)
Increasingly large numbers of schools seem to be deciding against the uniform. The advantages once claimed for the uniform – that it expressed communal pride and that it disguised differences in wealth – no longer outweigh the disadvantages. School uniforms are very expensive to buy and they are also unpopular among many of the older pupils. They are the cause of endless friction and argument at school. Pupils either refuse to wear the uniform at all, or wear only bits and pieces of it, or, most common of all, wear it in such a way as to ridicule it.

15. What's happened to Celtic nationalism? Is it still an issue?

When talking of Celtic nationalism, it is necessary to draw a clear distinction between Scotland and Wales. Scottish nationalism, at any rate as represented by the Scottish National Party (SNP), got a fair amount of support in the 70s – certainly enough to frighten the big parties in Westminster – but is no longer a force to be reckoned with. What went wrong? Cynics would say the oil ran out. Without Scottish oil, the UK suddenly seems quite a good place to be a bit of. The SNP also had its problems mobilising a clearly "Scottish" vote, or even of saying what "Scottish" is. Beyond this, the SNP had the bad luck to be up against a Labour administration in London. Scotland has always been solidly Labour, and the then prime minister, Jim Callaghan, himself a Welshman, moved fast to head off what he rightly saw as a threat to his party. Scotland was given a fair measure of autonomy in specifically Scottish affairs, which undermined many SNP policies. As far as national politics go, the country is now firmly back in the Labour fold.

Welsh nationalism is a very different matter. Unlike the SNP, Plaid Cymru (= the party of Wales) has succeeded in getting a lot of support within particularly the rural areas of Mid- and North Wales and a good deal of sympathy in the rest of the UK. Despite having been wholly united with England since the Middle Ages, rather surprisingly Wales has managed to maintain a separate cultural identity. Welsh is still spoken by about 40% of the population and it is now not only taught in Welsh schools, but is also one of the teaching languages. Welsh language radio and TV are also doing their bit to increase the popularity of the language and to make it worth learning. Furthermore, Wales really did suffer at the hands of central government, a fact which was accepted by public opinion in the rest of the UK. The industrial wasteland of South Wales has only recently got the sort of economic help it was long denied.

A further widely accepted plank in Plaid Cymru's platform is the sell-out of Wales to wealthy yuppies from South-East England and the English Midlands. A lot of cheap Welsh property has been bought by these people as weekend retreats and holiday homes, thus pushing up property prices beyond the reach of the locals. Plaid Cymru's attacks on this sell-out of Wales find a lot of support among people in the English regions who have become victims of the same sort of thing.

The big problem of the SNP and Plaid Cymru – and of all other smaller parties such as the Greens and the Liberal Democrats – is the "simple majority" electoral system used in the UK. This says that the candidate with the most votes gets the seat ("the winner takes all"). If seats in Parliament were shared out in proportion to the votes won by each contestant (as in Germany) rather than by the winner takes all method, then the smaller parties would get a very worthwhile number of seats in Parliament.

16. *If you are a speaker of German, how do you pronounce Welsh place names?*

Can you say these Welsh words and expressions so that they would be understood by a speaker of Welsh: Plyd Cymru (*party of Wales*) – Yr Almaen (*Germany*) – nos dda (*good night*) – diolch yn fawr (*thanks*) – Croeso i Cymru (*welcome to Wales*) – Wnaiff (*Britain*)?
The answer is probably "no", so here's some help. Most consonants and vowels are pronounced as in English and/or German, but Welsh has some sounds not used in either of these languages. You can, however, get fairly close to the correct pronunciation, at least close enough to be understood by a tolerant native-speaker of Welsh, by using the following approximations:

Welsh	German	English
w	like "u" in "Kuchen"	
u	like "ie" in "Miete"	
ll	like "fl" in "Flur"	
dd		like "th" in "then"
th		like "th" in "think"
ff		like "gh" in "cough"
f	like "w" in "Wasser"	
y[1]	like "a" in "Vater"	
y[2]		like "y" in "ferry"

[1] If before the last syllable of word
[2] If in the last syllable of word

Welsh is said to be the oldest language in Europe, though it is very closely related to Breton and Basque. A Welsh speaker and a speaker of Breton have no difficulty in understanding each other.

17. *What are "council houses"?*

In almost every British village and on the edge of every British town you will see rows of identical terraced or semi-detached houses with small gardens at the front and back. In larger centres, in addition to such housing estates, you will see tower blocks made of pre-fabricated concrete slabs. The housing estates were probably built in the 1920s and 1930s, or in the years immediately after the war. You may see a stone above the front doors of some of the houses near the entrance to the estates with something like, for example, LCC 1932 (*London*

County Council) or NCC 1947 (*Norfolk County Council*) cut into it. They are "council houses".

Although council houses are no architectural wonder, in fact they represent an early and uniquely ambitious attempt at "social engineering" which is unique in Europe. It was the – then – almost revolutionary idea that every human-being should not only have some kind of a roof over his head, but had an inalienable right to "housing commensurate with the dignity of a being made in the image of God". If people did not have the means to provide themselves with such housing, then it was the duty of the state, through the agency of the county councils, to provide it for them. And it is no exaggeration to say that the council house really was a kind of revolution. They provided, for example, separate rooms for cooking and eating, and "living". They assumed that adults and older children should have a bedroom of their own. (The City of Norwich built a number of five- and six-bedroom houses.) People in their 50s lived in a house with running hot and cold water and an indoor flush lavatory for the first time in their lives.

The estates of tower blocks – "council flats" – built during the 50s and 60s represent an awful abuse of the ideas and convictions that lay behind the pre-war council house movement. Instead of providing tenants with what they wanted where they wanted it as the old council houses had, the tower blocks did the opposite of this. Not surprisingly, they quickly became vandalized and centres of restlessness if not of unrest. It is no coincidence that the "burning cities" riots of the early 80s all spread out from these estates.

The council houses remain a political issue. The Conservatives never really accepted the need for them, at least on this scale, and were easily able to show that many council house tenants could in fact well afford unsubsidized housing of their own. This has led to a policy of selling off thousands of council houses either to their tenants or on the free market.

This policy has led to a severe shortage of cheap rented accommodation in Britain and has pushed up rents on the private market to levels beyond the means of ordinary wage earners.

18. What "Public Holidays" and "Special Days" – other than Christmas and New Year are there in Britain and Ireland?

Bank Holidays, Religious Festivals, Public Holidays

People used to speak of "bank holidays", such as the first Monday in August or the first Monday after Whitsun, and "religious festivals" like Christmas and Easter. This distinction has now fallen more or less out of use and people now say "public holiday" (*Feiertag*) for both.

Bank Holidays

The term *bank holiday* was used because an Act of 1871 regulated the free days of people working at the Bank of England in London. A further law extended the ruling to all banks in 1876. The rest of the country quickly followed the new arrangement, though in fact this was never a statutory right until very much later.

Although the Acts of 1871 and 1876 gave employees more time off, they were not quite as altruistic as they may seem. Before 1830, the Bank of England was closed on over 40 saint's days and anniversaries each year. In that year, the number of holidays was reduced to 18 and in 1834 further reduced to just four (Good Friday, May 1st, November 1st and Christmas Day). The 1871 Act added the Mondays after Easter and Whitsun and December 26th (if a weekday) to this list, thus making the total seven.

Public Holidays in Britain and Ireland

England and Wales

January 1st – Good Friday – the first Monday after Easter Sunday ("Easter Monday") – the first and last Mondays in May – the last Monday in August – Christmas Day – Boxing Day (December 26th).

Total free days per year: 8

Republic of Ireland

January 1st – St Patrick's Day (March 19th) – Good Friday[1] – the first Monday after Easter Sunday ("Easter Monday") – the first Monday in June – the first Monday in August – the last Monday in October – Christmas Day – St Stephen's Day (December 26th).

[1] Good Friday, a Protestant festival, is not a statutory public holiday in the Irish Republic. It is, however, generally free for pragmatic reasons.

Total free days per year: statutory: 8
actual: 9

Northern Ireland

January 1st – St Patrick's Day (March 19th) – Good Friday – the first Monday after Easter Sunday ("Easter Monday") – the first and last Mondays in May – the Battle of the Boyne (July 12th)[1] – last Monday in August – Christmas Day – Boxing Day (December 26th).

[1] Officially, Protestant areas only, but in fact the whole country takes a day off, the Protestants to celebrate, and the Catholics to mourn. (At the Battle of the Boyne, a river in Leinster, William of Orange defeated the Catholic forces and ensured the supremacy of Protestantism in Northern Ireland.)

Total free days per year:	statutory, Catholic areas:	9
	statutory, Protestant areas:	10
	actual, both areas:	10

Scotland

January 1st – January 2nd – Good Friday – the first Monday after Easter Sunday ("Easter Monday") – the first and last Mondays in May – the first Monday in August – Christmas Day – Boxing Day (December 26th).

Total free days per year: 9

"Special Days"

"Special Days" are not necessarily public holidays, but they are days with some special meaning or significance.

a) *St Valentine's Day – 14th February*

– Misunderstanding: St Valentine's Day and the sending of Valentine cards originated in the USA and is a recent invention of the greetings card industry.

The historical background

Far from being a recent innovation, St Valentine's Day is one of the oldest "special days" of all. St Valentine was an early Christian martyr who was put to death for his beliefs by the Romans in around 270 AD.

The practice of boys sending anonymous declarations of love to girls is of much older origin, however, and its only connection with St Valentine is that his saint's day, 14 February, more or less coincides with the Roman feast of Lupercalia.

At Lupercalia, boys wrote the names of girls on small pieces of tile or soft wax and put them in an urn. Then the boys each drew a girl's name out of the urn to find their future partner.

Lupercalia came to Britain with the Romans. Towards the end of the 5th century, the church tried to forbid Lupercalia, but drawing names had by then become so popular that the ban was largely ignored.

The writing of Valentine verses in praise of a loved one – as opposed to simply writing her name on a bit of paper – had certainly established itself by Shakespeare's time. The first printed Valentine cards were produced in 1800 and the coming of the penny post and cheaper printing techniques made the sending of Valentine cards hugely popular throughout the 19th century. Today, Valentine cards are much more popular in Britain and America than in Germany. This may well have something to do with the greetings card industry that quickly saw the potential of this old custom. The sending of greetings cards is in any case more widespread in the Anglo-Saxon world.

The cards themselves are prettily decorated and carry verses expressing the sender's affection or are left blank so that the sender can write the message himself. They are still often sent anonymously, merely as a joke. Even so, most

girls are very proud if they receive a large number of Valentine cards. It's pretty tough on those who do not get any at all.
Here is a selection of typical Valentine's Day messages that your boys can write in their cards:

1. Tulips in the garden
   Tulips in the park
   The tulips I like best
   Are the two lips in the dark.
   Play on words: tulips – two lips

2. Snow on a Mountain
   The sun can't melt it
   I love you but
   I can't help it.
   melt schmelzen

3. Roses are Red
   Violets are Blue
   God made me Beautiful
   But what happened to you?
   violet Veilchen

4. Think of me on a River
   Think of me on a Lake
   Think of me on your Wedding Day
   And send me a piece of cake.
   wedding day Hochzeitstag

5. Written with a Pen
   Sealed with a Kiss
   I love the girl
   Who opens this.

6. Butter is butter
   Jam is Jam
   I bet you can't guess
   Who I am.

7. Coffee is Coffee
   Mint is Mint
   I live in (*town, road*)
   That's a hint.
   mint Pfefferminz; *hint* Andeutung, "Wink"

8. Darling be faithful
   Darling be true
   Tell me you love me
   As I love you.
   faithful treu; *true* hier: treu

9. U R 2 GOOD
   2 B 4 GOT 10

   Lösung: You are too good
   To be forgotten.

10. If you know my name
    One hundred kisses
    You may gain.
    gain hier: erhalten

12. East to East
    West to West
    But by far you
    Are the Best.

11. Roses are Red
    Violets are Blue
    Sugar is Sweet
    And so are you.
    violet Veilchen

13. Think of M
    Think of E
    Put them together
    Think of ME.

14. Take a GLOVE
Take away G
What is left
I feel for thee.
thee you

15. Remember that night
We kissed in the hall
I missed your lips
And kissed the wall.
hall hier: Diele

A message, addressed to the postman ("Postie") delivering the card, is often written on the back of the envelope. These messages are also really intended for the girl, of course. Here is a selection of such envelope messages:

1. Postie, Postie
Do not tarry
Take this to
The one I'll marry.
tarry verweilen; *marry* heiraten

2. Postie, Postie
Do your stuff
Take this to
The one I love.

3. Postie, Postie,
Do not falter
This may lead
Me to the alter.
falter zögern; *"lead (a girl) to the alter"* zum Altar führen = heiraten

4. Postie, Postie
Don't be slow
Be like Elvis
Go – Man – Go.

5. Postie, Postie
Don't be late.
This may lead me
to a date.

6. Postie, Postie
Do your duty
Take this to my
Blue-eyed beauty.
duty Pflicht

7. Postie, Postie
Be a dove
Take this to
my own true love.
dove Taube

Sometimes, the sender will put a coded message on the back of the envelope or in the card:

1. H O L L A N D

Lösung:

H	O	L	L	A	N	D
o	u	o	i	n	e	i
p	r	v	v	d	v	e
e		e	e		e	s
			s		r	

2. I T A L Y

Lösung:

I	T	A	L	Y
'	r	l	o	o
l	u	w	v	u
l	l	a	e	
	y	y		
		s		

truly wahrhaft

3. S. W. A. L. K.

Lösung:

S.	W.	A.	L.	K.
e	i		o	i
a	t		v	s
l	h		i	s
e			n	
d			g	

sealed (Briefumschlag) zugeklebt

4. Don't look under the table
Don't look under the lamp
If you want to know who sent this card
Just look under the stamp.

b) *Hallowe'en – October 31st (eve of All Hallows), November 1st*
Hallowe'en (AE Halloween) derives from "All Hallows", a form of "All Saints" (*Allerheiligen*). Like many Christian festivals, Hallowe'en is a christianized version of a very much older occasion, the Celtic Sambain festival. At Sambain, the Celts gave thanks for the summer just past, and tried to appease the spirits of nature at the approach of winter. Traditionally, it was a time when animals were brought in from open pastures and hillsides. Huge fires, symbolic of the sun, were built on hilltops to frighten away evil spirits.
In addition, Hallowe'en was seen as a good time (a last chance before the coming of winter) to evoke the powers of light, i.e. the sun, against those of darkness, i.e. the long winter night. For this reason, it was considered a good time to get married, conceive or bear children, treat illnesses, die and so on. Sambain was the only festival in which the Celts were willing to appease the forces of evil in an effort to reach good ends. This didn't please Christian

missionaries too much, who quickly occupied the date with a festival of their own.

Today, at any rate in the Anglo-Saxon world, Hallowe'en has lost all its religious meaning and has become a purely secular occasion. The wearing of more or less ugly and frightening masks, generally made from hollowed out pumkins (*Kürbis*), and the lighting of bonfires and candles do, however, refer back to the earlier Celtic festival.

c) *Guy Fawkes' Day – 5th November*

On 5th November 1605 the Protestant King James VI of Scotland and I of England was to open Parliament in London. A group of Catholic rebels planned to blow up the building with the king and his retainers in it. They stacked the cellar with barrels of gunpowder on the night of 4th November. News of the plot reached the King, and when a search was made Guy Fawkes, one of the rebels, was found hiding in the cellar. Under torture, Fawkes revealed the names of the other rebels, and all were arrested and hanged. A national holiday was declared to celebrate the failure of the plot and every year since then fires have been lit in gardens and parks all over Britain to mark the occasion. *Beefeaters* still search the cellars of the House of Commons and the House of Lords on the first day of a new Parliament, before members take their seats. They have done so, ceremonially, since 1605.

November 5th is not an official holiday today, but the evening of that day – *Bonfire Night* – is looked forward to weeks in advance by all British children. They make dummies of Guy Fawkes out of straw and old clothes and happily carry these "guys" round the streets, asking passers-by for "a penny for the guy". They buy fireworks with the money they collect. The "guys" are placed on top of the fires and the children dance round them as their fireworks soar out of the flames into the sky.

In some old towns, Lewes in Sussex is one, *Bonfire Night* is organized on a grand scale. Huge fires crown the hills surrounding the town, and hundreds of people march round the town from one fire to the next before the evening closes with a magnificent fireworks display.

Throughout British history many "enemies" other than Guy Fawkes have been burned as dummies on November 5th. Napoleon Bonaparte became a "guy" many times during his lifetime and in 1945 Adolf Hitler was burned as a dummy on fires all over Britain. In recent times, such dummies of Mrs Thatcher and President Reagan have also been burnt in some areas.

This is what the children chant as the dummy goes up in flames:

Remember, remember
The 5th of November
Gunpowder, treason and plot.

gunpowder Schießpulver; *treason* Verrat; *plot* Komplott

Knifflige Fragen über die englische Sprache

1. *When must/should I use a hyphen? When should I write compound words together as one word? When should I write compounds apart and without hyphens?* (use of hyphens)

Some Introductory Remarks

The hyphen, like the comma, used to be a favourite means of testing native speakers of English. After having learnt "The Rules" by heart, you were given a text jammed full of every imaginable kind of compound and told to "Make Use Of Hyphens Where Obligatory". One imagines it was felt that if you had mastered the hyphen, you had mastered the worst the language had to offer. Then came the great reforming wave of the 60s. The hyphen was banished from the schoolroom, along with the comma, the accepted rules of spelling, legible handwriting and not being rude to the headmaster (or is it "head-master"? Or "head master"?). The hyphen was held to be "uncreative"; pupils should be "expressing themselves", not playing at being copy editors. More progressive teachers showed that writers of repute like H. H. Munro and W. S. Maugham were by no means as agreed on the use of the hyphen as many conservatives thought they ought to be. The new rule was: "Do what you think best, but do it always". Consistency became the thing.

What the Authorities don't say

The standard dictionaries are of no help. The latest edition of the COD[1] simply repeats what everyone knows already, namely that "There is great variety in the use of the hyphen in English, especially between British and American styles, and there are few clearly defined rules on the subject". Webster's[2] agrees that "The styling of compounds varies: they may be open, closed or hyphened". In practice such remarks are of no help whatsoever, particularly as there are plainly some rules, at least in the form of "accepted usage". Even Webster's view, which may seem vague and obvious enough at least to be safe, becomes a quicksand when one finds the same compound written in all three possible ways in as many different books and newspapers. A. S. Hornby quotes the example of "headmaster", "head-master" and "head master" in the ALD[3], but he could have quoted several more.

The hyphen up-to-date

a) A hyphen is always used to show what a word has been broken at the end of

[1] The Concise Oxford Dictionary, 7th Edition, 1983, p. xi.
[2] Webster's New Collegiate Dictionary, 1980, p. 1517.
[3] Hornby, Oxford Advanced Learner's Dictionary of Current English, Revised and Updated Edition, 1980, p. xv.

a line and is completed on the next line. All good dictionaries show where words may be broken. You should, however, never break a word in such a way that the reader has absolutely no idea of how it might go on. The word *hopeful*, for example, should be split after *hope-* and not after *hop-* or *ho-* (*hop-* suggests the word might be *hopping* and *ho-* that it might be *hotel*).

→ see *How do I split ...?* below

b) Rather "fixed" compound nouns made with *-ing*-forms take hyphens so often that it has practically become a rule:
swimming-pool, *sitting-room*, *boxing-ring*, *bathing-costume*, *racing-circuit*.
See here particularly the individual entries in the COD, which seem to use the hyphen even in less frequent compounds such as *dancing-girl* and *fly-fishing*.

c) Compound adjectives made with past participles behave like compound nouns made with *-ing*-forms (see b above):
well-known, *dog-tired*, *burnt-out*, *done-in* (exhausted), *well-done* (cooked through).

d) A relatively small group of fixed compounds which have become practically single words, also use hyphens as an aid to pronunciation (see also f and g below).
Mother-in-law, *lieutenant-colonel*, *governor-general*, *wing-threequarter* (position in rugby football) are examples.
As these compounds are always learnt as single words with their hyphens, they seldom cause problems in school.

e) As a pronunciation aid, a hyphen should always be used when the last vowel of a prefix is the same as the first letter of the stem word:
co-operate, *re-enter*.
Here, one should think of the reader and be generous. Words like *re-alight* (get off again) and *co-alesce* (combine to form a whole) could also be written with a hyphen for the same reason.

f) A hyphen is generally used between "Latin prefixes" (*ante-*, *anti-*, *ex-*, *inter-*, *intra-*, *pre-*, *pro-*) and the stem: *ante-room*, *anti-British*, *ex-husband*, *pre-war*, *inter-city*, *pro-government*

g) A group of words which together make up a single unit of sense is always hyphenated when it is used as an adjective before a noun, i.e. attributively:

– the *up-to-date* catalogue	but the catalogue is *up to date*
– the *out-of-work* miners	but the miners are *out of work*
– the *ten-thousand-pound* prize	but the price was *ten thousand pounds*

i) Hyphens are used in compounds made up of names:
– The M4 is the *London-Cardiff motorway*.

– The USA is the biggest *Anglo-Saxon country.*
– There's often fighting among the fans at *Celtic-Rangers matches.*

j) Hyphens are often used to make meaning clear. Compare these pairs of sentences:
– Small-car drivers have less trouble in parking.
(The drivers may not be small, but they drive small cars.)
– Small car-drivers will find it difficult to park such a heavy car.
(The drivers themselves are small, so ...)
– Sweet-shop assistants don't get much pay.
(Assistants who work in sweet shops ...)
– Sweet shop-assistants sell more.
(Shop assistants who are sweet ...)

k) Place names made up of three or more words almost always take hyphens: *Ashby-de-la-Zouche, Bourton-on-the-Water, Burnham-on-Crouch, Wells-next-the-Sea.*

Note: But Bury St Edmunds, Newcastle upon Tyne, Burton on Trent

Last Points

Hyphening is, of course, a kind of halfway house between writing the words of a compound separately and writing them together as a single word. Obviously, the more common a particular compound is, the more likely it is to be written as one word without hyphens, i.e. "closed". There is thus a large class of very common "everyday" compounds which have already become practically single words and are now hardly recognized as compounds at all. *Postbox, policeman, motorway, roadside, doormat* and *airport* are obvious examples.

What follows here is just a couple of general remarks about hyphening that occurred to us as we were preparing this article.

– Short, common, compounds are "almost always" written together as one word.
– Compounds made up of an adjective-like noun (i.e. attributive noun) + the name of a class of human-beings seldom make use of hyphens. Examples: *barman, postman, schoolboy, schoolgirl, zookeeper, seaman, salesgirl.*
– As a courtesy to the reader, there seems to be a greater willingness to use hyphens in longer and more complex compounds made up of an attributive noun + noun. Perhaps for this reason, the COD and the copy editors of quality newspapers seem to hyphen rather freely. Some examples found in recent editions of the *Guardian* and *The Economist*: *marriage-broker, film-producer, opera-composer, festival-organiser, computer-investment, tourist-authority.*
– There is a greater willingness to write "closed compounds" in the American style than in the British.

2. *How do I split ...? Are there any rules of splitting?*

Yes, there are, and they're not all that difficult. Here they are:

a) In British English, you can split words of more than one spoken syllable between the syllables as long as this leaves more than one letter before the hyphen at the end of the first line, and – other than in the case of the ending *-ly* – more than two letters at the beginning of the run-on line.
   ⟩ Because of this rule, you cannot split short words of two syllables like **a.long, al.so, du.et, laugh.ed, play.er** and so on. You can, however, split words ending in *-ly* like **easi.ly, high.ly, week.ly** etc.

b) Compound words written as a single word (*postman*, *football*) and hyphenated words (*living-room*, *well-paid*) should only be split between the individual words.
   ⟩ **post.man, foot.ball, living-.room, well-.paid**

c) The same rule applies to words containing prefixes and suffixes.
   ⟩ **anti.social, inter.national, jump.ing, soci.able, un.tidy**

d) Notice that words containing double letters are split between those letters:
   ⟩ **let.ter, put.ting, swim.ming**

But please note: Only split when really unavoidable. In handwriting, splitting is only necessary in the case of very long words like *internationalism*, *self-consciousness* and so on. Splitting is rather ugly and makes a text difficult to read. Most people would rather see bigger gaps within and at the end of lines, and less splitting. Try and avoid splitting at the end of two or more consecutive lines.

3. *Are there any rules for commas in English?*

If you read texts in the American style, particularly those in magazines like *Time* and *Newsweek*, you might think that the comma no longer exists in English at all. In fact it does, and there are a fair number of cases when you must use it.

The Obligatory Use of Commas

Commas must be used

a) In *if*-sentences starting with the word *if*:
   ⟩ If I see her, I'll give her your message.

b) After the introductory verb in reported speech:
   ⟩ Helga said, "Let's go to the theatre next week."

c) To show that a non-identifying relative clause (*nicht notwendiger Relativsatz*) is not necessary to an understanding of the main clause:
   ⟩ Rabies, which once killed hundreds of people a year, has now disappeared from the British Isles.
   ⟩ May I introduce Mrs Jones, who has just joined the firm?

d) Between the items in a list except before *and*:
   ⟩ Don't forget to buy some bread, butter, milk, sausages and beer.

e) To separate words like *however*, *nonetheless*, etc. from the rest of the sentence:
   ⟩ In my opinion, however, the government should do something about it.
   ⟩ Nonetheless, there's no doubt the firm will do better next year.
   ⟩ Jane had, luckily, not forgotten to turn off the cooker after all.

The Obligatory Non-use of Commas

Note: The big mistake made by German-speaking users of English is putting commas into the sentence unnecessarily. This should be avoided as commas act as a brake and so their unnecessary or unexpected use makes the reading of texts quite hard going. Here are some examples of the most common "German errors":

Wrong
⟩ None of the others noticed, that Bob was no longer with them.
⟩ No one told me, what to do or, who to ask.
⟩ Dr Gregory told me, to go straight to hospital.
⟩ I thought, I saw you in town today. Or was I mistaken?
⟩ Tom went to hospital, because he hurt his leg.
⟩ Sally reached the station on time, but the train had already left.

Right
⟩ None of the others noticed that Bob was no longer with them.
⟩ No one told me what to do or who to ask for help.
⟩ Dr Gregory told me to go straight to hospital.
⟩ I thought I saw you in town today. Or was I mistaken?
⟩ Tom went to hospital because he hurt his leg.
⟩ Sally reached the station on time but the train had already left.

We do not use a comma in front of noun clauses beginning with *that*, *what*, *where* and so on. In reported speech, we do not use commas before verbs of saying, thinking, wondering etc. We do not use a comma before *because* or *but* in the sense of German "aber".

Wrong
⟩ The man, who came into the bank, was carrying a gun.
⟩ The dog, that bit the little girl, belongs to my neighbour.

Right
› The man who came into the bank was carrying a gun.
› The dog that bit the little girl belongs to my neighbour.

We do not use commas to separate identifying relative clauses (*notwendiger Relativsatz*) from the rest of the sentence because they are essential to understanding. They are thus treated as an integral part of the subject they qualify.

4. *Why is advertise written with -ise, but recognize with -ize?*

There was a time when there were clear rules, or at least conventions, about verbs ending in *-ise* and *-ize*. In British English, apart from a small group of two-syllable verbs – most common for school purposes: *advertise*, *advise*, *comprise*, *compromise*, *despise*, *devise*, *disguise*, *exercise*, *improvise*, *promise*, *supervise*, *surprise*, *televise* – all other such verbs were written in *-ize*, for example *characterize*, *economize*, *formalize*, *industrialize*, *mechanize*, *organize*, *recognize*, *realize* and so on.

In British English – though in the American style less so – the ending *-ise* seems to be gaining in popularity at the expense of *-ize*, as a look through the British press will show. Put briefly, in the case of the old *-ize* form, both spellings seem to be acceptable to many editors.
Sticking our neck out, here is the new "rule" for British English:
› Verbs ending in *-ise* (see list above) must be written in this way. Verbs ending in *-ize* can be written in *-ise* if you prefer. As always, the big thing is to be consistent.

5. *What is the difference between economic and economical? A List of Common Confusibles*

a) Confusible Verbs:
1. affect (*beeinflussen*)/effect (*bewirken*)
   – Rising unemployment has negatively affected the government's chances of re-election.
   – The bank robbers effected their escape by taking several hostages.
   › In school, *affect* (meaning to have an effect on, to influence) is the verb that is generally needed; *effect* as a verb, meaning to carry out successfully, occurs seldom in texts and can easily be avoided. The standard German error – a spelling mistake, really – is to write *e*ffect instead of *a*ffect. A good way out is to use *have an effect on* for *affect*, and *carry out successfully* for the verb *effect*.

2. do (*machen, tun, erledigen*)/make (*machen, herstellen*)
   – I can't come tonight. I've got to do my tax returns.
   – If you didn't make so much noise, we would be able to hear what he is saying.
   ⟩ The classical German mistake is saying *make* instead of *do*, as in "I've got to make my homework" and "Tomorrow, we're making a test". The mistake rarely occurs the other way round.

   Tip: Explain that make means *herstellen*, and do means *erledigen*.

3. lie (*liegen*)/lay (*legen*)
   – For heaven's sake, get up. You can't lie in bed all day.
   – The ambulancemen laid the injured girl on the stretcher.
   ⟩ *Lie* means "be in a flat position" and is intransitive (no object); *lay* means "put s.th/s.o. in a flat position" and is transitive (+ object).

   Lie occurs much more frequently than *lay*, which is very often avoided by using *put* or *placed*. The classical error – also popular among native speakers – is using *lay* instead of *lie*, as in "You can't lay in bed all day." For foreign learners, matters are further complicated by *lie* also meaning "to tell an untruth".

4. look at (*anschauen*)/watch (*zuschauen*)
   – I quite enjoy watching tennis, but I don't play myself.
   – Let's do something else for a change. I don't want to spend my whole holiday just looking at old buildings.
   ⟩ Strictly, *look at* is reserved for motionless objects, and *watch* for moving ones, though usage is becoming much more tolerant so far as *look at* is concerned. Thus you can't say "He watched the painting", though "We spent the afternoon looking at a football match" seems to work better, at any rate in colloquial language.

   Tip: When in doubt, use *look at*. (In the example above, "... watching the football match" would, of course, be better.)

5. mean (*bedeuten*)/think (*meinen, glauben*)
   – What does "risk" mean in German?
   – Well, what do you think? It's very similar.
   ⟩ As in the case of *bekommen/become* (see 2 above), German speakers can be forgiven for assuming that *mean* must be the English equivalent of the German *meinen*. The typical error is, saying "I mean ..." instead of "I think/believe ..."

6. remark (*bemerken, beiläufig erwähnen*)/notice (*wahrnehmen, feststellen*)
   – As we left, he remarked that he had to go and buy some cigarettes.
   – We noticed a lot of people looking into a shop window.
   The typical German pupil's error here is to use *remark* instead of *notice*, although there is a very clear difference in meaning.

   Tip: When explaining *remark* and *notice* in English, say that the first means "say" and the second "see". When giving the meaning of *notice* in German, it's best to avoid all mention of the German *merken*, relying instead on *wahrnehmen/feststellen.*

7. say (*sagen*)/tell (*mitteilen, erzählen*)
   – Can you tell me the time, please?
   – I'm sorry. What did you say?
   – English was quite interesting today. Mrs Adams told us a story.
   ⟩ *Say* takes no object and means "speak words"; *tell* always takes an object and means "give information" or "relate a story". The usual "pupil errors" are a) using *tell* without an indirect object as in "She told she'd had a nice holiday" and b) using *say* instead of *tell* as in "He said us the time". This error crops up in connection with reported speech, and ought to be penalized.

b) Confusible Nouns

1. hair (*Haar*)/hairs (*Schamhaar*)
   – Do your hair. It's an awful mess.
   – Up to a few years ago, it was illegal to show a woman's hairs in Britain, even in men's mags.
   ⟩ If you mean *Kopfhaar* use *hair* in the singular. In everyday language, *hairs* often means the German *Schamhaar.* If you wish to use *hair* meaning *Kopfhaar* in the plural, then be careful to use some phrase like *the hairs of his head.*

2. recipe (*Rezept*)/receipt (*Quittung*)/prescription (*Arztrezept*)
   – Part 3 of this book contains some recipes for British and American dishes.
   – Don't forget to ask for a receipt, will you? We need it for the tax people.
   – (Chemist): I can only give you this medicine if you've got a prescription.
   ⟩ In school, *recipe* and *receipt* get confused because they look very similar, while *prescription* gets confused with *recipe* because of interference from the German. This leads to such sentences as "The doctor gave me a recipe for a cold cure" and "Ask the waiter for a recipe". The differences are conceptually very easy, however, and these words ought not to be a problem. The word pupils often don't know is *prescription.*

3. town (*Stadt*)/city (*Stadt, Bischofsstadt, Stadtmitte, Altstadt*)
   – Ipswich is a town and Norwich is a city.
   ⟩ There are at least two problems here. Strictly speaking, *city* can only be used for towns which are also bishoprics, i.e. that have a cathedral. This has got nothing to do with size, or present-day importance. St David's (Pembrokeshire), Wells (Somerset) and Chichester (Sussex) – which are all quite small places – are cities, while the much bigger Ipswich (Suffolk) and Northampton are towns. As before the industrial revolution important markets etc. tended to grow up around bishoprics, however, most ancient towns of any importance are cities. This applies particularly to county towns. Secondly, with industrialization former villages and small towns like Huddersfield, Bradford and Leeds grew into large industrial centres. These places are, nonetheless, all "towns". The biggest problem has been caused by the German use of *city* to mean simply "town centre" or sometimes the older part of a bigger town, i.e. *Altstadt*. *City* is never used in this way in English, and one must say either "town centre" or "old/ historical town" as the case may be. So far as the town/city problem goes, it's best to avoid the problem altogether by always using town. There's no reason why you shouldn't say "Norwich is a town in Norfolk."

c) Miscellaneous Confusibles

1. advice (*Ratschlag*)/advise (*beraten*)
   – Don't ask me. You need expert advice on that problem.
   – I advise you to go and see a doctor if your headaches don't get better.
   ⟩ Noun: advice; verb: advise.

2. big/great
   – Some say that Lincoln was a great president, but Reagan was just a big one.
   ⟩ *Big* refers to size, being the opposite of *small/little*. *Great* refers to character and achievement, and is the opposite of *trivial/undistinguished* and so on.

   Note: For some reason, *great* meaning "big in size" is used in place names, as in "Great Britain", "Greater London", "Great Massingham" etc., and often when speaking of buildings, for example "Great St Mary's", the university church in Cambridge.

3. economic (*Wirtschafts-*)/economical (*wirtschaftlich*)
   – The purely economic interpretation of history is not wholly satisfactory.
   – You must be more economical. Don't waste your money on things you don't really need.
   ⟩ *Economic* is an adjective meaning having to do with (the social science of) economics; *economical* is an adjective meaning to dispose of resources in a

sensible way. The typical German error is to use *economical* instead of *economic*, as in "The newly democratic countries of East Europe have a lot of economical problems".

4. practice (*Übung, Praxis*)/practise (*üben, ausüben*)
   - We practised different tenses, then we did a test.
   - He needs a lot of practice in free composition.

   ⟩ Noun: practice; verb: practise. This pair of words is also used to speak of physicians as in "Harry Green practises medicine in Bristol now. He's just opened a practice there".

5. social (*gesellig*)/socially-conscious etc. (*Sozial-*)
   - Pat's a friendly, social (sociable) sort of girl. She loves going out and meeting people.
   - Social Democrats are said to be more socially-conscious/socially-aware than Conservatives.

   ⟩ A difficulty here is that everyday usage allows the use of *social* for the German *gesellig* instead of the more appropriate *sociable.* This in turn means that one now needs some good way of expressing the German *Sozial-* in the sense of "of/about society". When you want to talk about ideas, you can still use the English *social* with this meaning. No one could object to "The social effects of Mrs Thatcher's economic policies tend to be ignored by many Conservatives." The problem comes when talking about personal attitudes. Then, *socially-conscious* or *socially-aware* offer a useful way out as in

   - The side-effects of the miners' strike shocked *socially-conscious* Conservatives such as Edward Heath and Francis Pym.

Kapitel 7: Lob und Kritik – Die Sprache des Klassenzimmers

Der folgende Katalog von Ausdrücken soll Lehrern helfen, sich in der alltäglichen Klassenzimmersituation in Englisch zeitgemäß und angemessen auszudrücken.

Da britische und amerikanische Lehrer gewohnt sind, das sogenannte *positive assessment system*, d.h. was richtig ist, wird gelobt und was falsch ist, nur nebenbei erwähnt, zu verwenden, klingt in deutschen Ohren viel Lob, das Muttersprachler während des Unterrichts erteilen, fast lächerlich übertrieben. In diesem Katalog haben wir versucht, die englischen Ausdrücke dem deutschen Bewertungssystem und den Schulkonventionen hier so weit wie möglich anzupassen. Um zu zeigen, was wir unter "lächerlich übertrieben" meinen, hier der folgende Minidialog, der in einem deutschen Gymnasium wirklich stattfand:

Britische Lehrerin:	What's your name?
Schüler der Klasse 9:	Andreas
Britische Lehrerin:	Good. That's great.
Schüler zu Nachbarn:	Spinnt sie, oder was?

IS THE MOON A FRIENDLY PLACE, OLAF?
LISTEN TO ME, OLAF! IS THE MOON A FRIENDLY PLACE?
VERDAMMT NOCH MAL!! PASS END-LICH AUF, OLAF!!!
SAY IT IN ENGLISH, PLEASE!
N

Notizen aus dem Lehreralltag von Wilhelm Nüchter

1. Operational Instructions (einfache Anweisungen)

a) Books, Writing Materials etc. (Bücher, Schreibzeug usw.)

- Get out your (course-/text-) books/workbooks/exercise-books/ homework/reader/the handout I gave you last time/something to write with/...
- Turn to page .../section ... on page .../the vocab(ulary) guides/the grammar section/...
- Look at page .../the picture on page .../the text on page .../the photo(s)/ illustration(s)/cartoon(s)/comic strip/definition/explanation/background information/footnote/...
- Find/Look at line ... on page .../at the top of page .../in the middle of .../at the bottom of .../...
- Let's/I want/I'd like to go on/continue with the text/ exercise on page .../that we started last time/week/lesson.

b) Homework, Exercises, Assignments etc. (Hausaufgaben, Übungen, Aufgaben usw.)

- (name), please read out your homework/what you have written/prepared/ done/...
- (name), can you answer question (number) .../the question, please?
- (name), start reading, please.
- Okay/All right, stop there. (name), go on, please. Go on, (name).
- Is that right/correct? What do you think, (name)?
- What must/should we say there, (name)/someone?
- What should (name) have said there?

c) The Blackboard (Die Tafel)

- (name), please come/go to the (black)board and complete the sentence/write down the English for .../show us what you've written/...
- Use the middle/centre section/the left flap (*Flügel, Seitenteil*)/the right flap/the back of the left flap/...
- Clean the board/middle section/... first, (please).
- Have you got some chalk?/Can you find some/a bit of ...?
- Here's a bit of chalk.
- We can't read that. (Please) w/Write bigger/more clearly/more neatly.
- Push the board up a bit. It's too low.
- Are you sure that's right? Look at the spelling/the past form/... – Is that right?

d) Audio-Visual Aids (audiovisuelle Lehrmittel)

› ***Cassette Recorder***

- Put the cassette recorder in the middle of the room/desk/... so that everyone can hear.

– Plug it/the recorder into that/this socket.
– Put the plug (*Stecker*) into that/this socket (*Steckdose*)/the socket near the board/door/window/...
– Wind the tape back to the beginning/back to zero. Don't forget to set the counter (*Zählwerk*) to zero as well. – Wind the tape back/forward to (a reading of) ... (on the counter). – Turn up the volume. We can't hear it.
– Turn down the volume. It's (much) too loud.
– Press the pause button. Let's talk about what we've heard so far. – Switch off the recorder (first) and (then) unplug it/pull/take out the plug.

› *Overhead*
– Put the overhead (projector) on my/the/(name's) desk/... so that everyone can see the picture/image.
– Plug it/the projector into that/this socket.
– Put the plug (*Stecker*) into that/this socket (*Steckdose*)/the socket near the board/door/window/...
– Put the transparency on the projector properly. It's too high/too low/not straight.
– The transparency is the wrong way round/top to bottom/upside down.
– Lift/lower the picture/image. We can't see it properly.
– It's out of focus (*unscharf*). We can't read that.
– (name), come and fill in the (missing) words/complete the sentences/columns/... / ...
– Push up the transparency so we can see the last sentences.
– Change the transparency/Go on to the next transparency.
– Switch off the light but leave on the fan. The bulb is still hot.
– Don't knock the projector. The bulb is still hot.

› *Slide Projector*
– Put the (slide) projector on my/the/(name's) desk/... so that everyone can see the picture/screen.
– Pull down the screen.
– Put the plug (*Stecker*) into that/this socket (*Steckdose*)/the socket near the board/door/window/...
– Let down the blinds/blackout (*Verdunklungsgardinen*), ...
– Switch on/off the lights, (name).
– You can start now.
– Put in the first slide.
– The slide is the wrong way round/top to bottom/upside down.
– Lift/lower the picture. We can't see it properly.
– It's/the projector's out of focus (*unscharf*).
– Go on to the next slide.

- Let's see the next slide.
- Switch off the lamp but leave on the fan. The bulb is still hot.
- Don't knock the projector. The bulb is still hot.
- Put up the screen.

〉 *General Instructions*

- Don't touch/play around/fiddle around (*herumfummeln*) with the/that cassette recorder/overhead (projector)/slide projector/(film) projector/..., (name).
- Leave the/that ... alone, (name).
- If that's broken/you break/damage that, you know who'll pay for it, don't you, (name)?
- Can you all see/hear all right/okay?
- (name), go and ask Mrs/Mr ... if she's/he's finished with the cassette recorder/if we can have the overhead (projector) now/...
- (name), go and get an extension cable (*Verlängerungskabel*).
- (name), go and get the caretaker (*Hausmeister*)/Mr ... This seems to be broken/doesn't work properly/isn't working.
- Now, listen (to the cassette) carefully.
- Look at this transparency (NOT folio)/slide/poster/...

e) In the Language Lab (Im Sprachlabor)

- Go to the language lab and wait for me.
- No one may go into the language lab until I'm there.
- Don't make a noise in the corridor while you're waiting (for me).
- (name), go and get ... and ... They must be in the classroom.
- You can sit anywhere you like.
- Sit in your usual places/in the places I told you.
- (name), you should be in place/booth (*Zelle*) number .../at desk/machine number ...
- Can you all hear (now)?
- If you can't hear, press the call button (*Ruftaste*).
- If your machine's/tape recorder's not working, press the call button/put up your hand.
- (name) go to booth/place/desk (number) ... That's working/all right.
- (name), (take your headphones and) go and work with (name).
- Everyone listen.
- You can work at your own speed now/on your own now/freely now.
- I'm afraid the equipment/the lab isn't working/functioning properly. We'll (have to) go back to the classroom/do normal work/play a game/get on with something else/do homework/...

2. Exams and Tests (Prüfungen und Tests)

Wegen der unterschiedlichen Schul- und Prüfungssysteme lassen sich die deutschen Ausdrücke "Klassenarbeit", "Klausur", "Prüfung", "Test" usw. nicht eindeutig ins Englische übersetzen. "Klassenarbeit", "Klausur" und "Prüfung" werden hier *examination* oder – vielleicht besser weil lockerer – einfach *exam* genannt. (Auf keinen Fall *class test.*) Der englische Begriff für "Übungsarbeit" ist entsprechend *mock exam* or *trial exam* – nicht jedoch *practice test.* Eine "Endprüfung" nennt man *final examination/exam*; eine "Zwischenprüfung" heißt nach diesem Muster *intermediate/stage examination/exam.*
Unserer Meinung nach entspricht die deutsche Verwendung von "Test" am ehesten dem englischen Begriff *placement test* oder *assessment test*, da dieser den diagnostischen Charakter, den solche Tests eigentlich haben sollten, zum Ausdruck bringt. Andere Möglichkeiten sind natürlich *vocab test*, *grammar test*, *verb test* usw. Übrigens ... Im Englischen ist es nicht möglich, eine Klassenarbeit zu schreiben oder schreiben zu lassen. Der Prüfer (*examiner*) erteilt/hält/gibt eine Prüfung. Der Prüfling (*examinee*) legt eine Prüfung ab/"sitzt in" einer Prüfung:
Der Prüfer: hold an exam; give s.o. an exam
Der Prüfling: sit an exam; take an exam; do an exam

a) Fixing a Date (Terminierung)

- I'm planning to hold/give you an exam/to hold/give you a written exam/test at the end of the week/next week/the week after next/during/in the ... lesson on Thursday/...
- I'd like/I intend to examine you during/in the ... on ...
- (VI Form) As you know, you will be examined in English on .../on this topic on ...
- (VI Form), you must sit/take an exam on ...
- What other exams have you got next week/during week-ending (date)?
- I'm giving you an assessment/placement/vocab/... test on ...

b) Place and Materials (Prüfungsort und Materialien)

- I plan/hope/intend to use room (number)/the (school) assembly hall (*Aula*)/...
- Don't forget to bring your examination answer books (*Klassenarbeitsheft*)/ writing materials/something to write with/dictionaries/readers/...

c) Doing the Exam (Während der Klassenarbeit)

- Today's date is .../The date is ...
- Don't forget to write your name on the answer sheet.
- Don't forget to leave a wide margin/one third of the page free for my corrections.

- You can answer question .../questions ... and .../... to ... (directly) on the question paper.
- Answer question/part ... in your examination books.
- Please write clearly/legibly/so that I can read what you've written.
- If I can't read something, then I'll have to count it as a mistake/ignore what you've written.
- If you need rough paper (*Konzeptpapier*), please come and get it from me.
- You can't share dictionaries. You can use this one on my desk.
- When you've finished give in your answer book and sit quietly/read/get on with something sensible/...
- You can give in your examination book/answer paper and leave the room.
- When you've given in your ..., please leave the room immediately.
- When you've finished, give in your ... and go.

d) Seating Arrangements/Plan (Sitzgestaltung/-plan)

- (name), please sit here.
- (name), you can't sit there/next to ...
- Please come and sit here/go and sit next to .../between ... and .../behind .../in front of ...
- Go and sit in the first/second/... row.
- ... near the door/window/radiator (*Heizkörper*)/...
- ... at the front/back of the room.
- (name), please move the desks (wide/far) apart.
- (name), don't push the desks together. Put them back as they were/Leave them as they are.

e) Calming Examinees/Candidates Before and During the Exam (Wie man Prüflinge vor und während der Prüfung beruhigt)

- Don't worry/get in a sweat/panic.
- There's nothing to worry about.
- Think about what we've done during the last three or four weeks/few weeks.
- There are no tricks or traps (*Fallen*). The exam is just like what we've done/ practised in class.
- Do the questions you can answer easily/without difficulty first. Then go on to the harder ones.
- If you don't understand the question, you know you can always ask me/just ask me.
- When you have finished, check through what you have written.
- When you've finished, check/look at your answers carefully.
- Calm down, stop chattering (*schwatzen*, *plappern*) and listen to me.
- You're wasting your own time. Calm down, stop chattering and we can start.

- You've got plenty of time. Read through the questions carefully, think and then start to write.
- If you get stuck (*nicht weiter kommen*), put up your hand and I'll see if I can help you/see what I can do.

f) Attempts at Cheating (Täuschungsversuche)

Viele Kollegen meinen, daß es besser ist, Deutsch für formelle Warnungen über Täuschungsversuche zu verwenden. Andere benutzen Englisch oder Deutsch, entsprechend der Ernsthaftigkeit des Falles. Aus rechtlichen Gründen würden wir sicherlich die Verwendung von Deutsch für formelle Warnungen mindestens bis Klasse 11 empfehlen.

- (name), stop talking and get on with your own work.
- (name), stop trying to look/looking at ...'s book/work.
- (name), put your book flat on the desk.
- (name), (stand up.) what have you got in your hand/under the desk/on your lap/in your shoe/stuck to your jeans/there/...?
- (name), (name) doesn't know either.
- (name), let (name) get on with his/her work, and you get on with yours.
- (name), come and sit here.
- Don't forget that helping others to cheat is as bad as/the same as cheating yourself.
- (name), you know (very well) that if I see/find/catch you cheating, I'll have to give you a 6.
- I'll have to take your paper/book and tell you to leave the room/have to ignore what you've written/have to ignore what you've done up to now/then.

3. Achievement: Praising and Criticizing (Leistung: wie man Lob und Kritik erteilt)

a) Giving Mild Praise (mildes Lob)

- That's/was all right/okay.
- That was all right, but be careful about (your) pronunciation/intonation/(your use of) tenses/the definite article/...
- That seemed all right on the whole, but ...
- It's/was all right as far as it goes/went, but you left out (a lot of/some) important details/information/evidence.
- On the whole/In general, I'm fairly satisfied with your work.

b) Being Mildly Critical (geringfügige Kritik)

- You (really) should/ought to start working more consistently/effectively/systematically/with greater concentration.
- Your work could be satisfactory, but you (tend to) work to erratically

(*sprunghaft*)/in stops and starts/only as the mood takes you (*nach Lust und Laune*).
- You can't expect (to get) a good mark/grade unless you're willing to work harder/pay attention during lessons/make a consistent contribution (*ständige Mitarbeit*)/do your homework (properly)/prepare for lessons/examinations.
- (name), unless you show more interest.
- I'm sure you could do better if you worked harder.
- You've got to choose between working consistently/properly and taking/having a lot of free time. You (really) can't expect both.
- (name), You can't eat your cake and keep it, can you? – Consistent effort (*ständige Anstrengung*) is an important element in the marking/grading system.
- You've got some good ideas, but you make (far) too many language mistakes. Don't forget that the subject is English, not (for example) Politics or Social Sciences (*Sozialwissenschaft*).

c) Unqualified Praise (uneingeschränktes Lob)

- That was really good.
- I'm (very) satisfied with your work/contributions to the lessons/discussions(s).
- I can see you're interested in this topic.
- You're obviously trying hard(er).
- You're making satisfactory/good progress. I'm satisfied.
- You oral/written work's getting better (all the time).
- That was fine/very good/highly satisfactory. I'm (very) pleased/satisfied.
- You're making very good/excellent progress.
- I'm glad to see that you're working so well and showing such a/an (marked) improvement/so much interest.
- Well done, and keep it up (*weiter so*).
- Keep on as you are, and you'll do very well indeed.
- Go on as you are, and I'll be glad/happy to give you a/an good/appropriate mark/grade.
- I'm particularly pleased to see you making such a good contribution to lessons.

d) Being Overtly Critical (offene Kritik)

- You must start working harder/stop being so lazy/do your homework/take part in lessons/show more interest in what we're doing/prepare properly for lessons/...
- Your work has become disappointing/(increasingly) unsatisfactory/careless/slapdash (*schlampig*)/...
- What's happened? You can do (much) better than this!
- Unless you show a (definite/marked/noticeable) improvement, you'll have problems/get into difficulties/...

- (name), you won't be able to keep up with the class/group.
- (name), you won't be able to reach the required standard/a satisfactory standard.
- You write/say a lot, but you often repeat yourself/just read out bits of text/make no effort to use your own language/express your own ideas/...
- You make (far) too many basic language mistakes/errors.
- Your vocabulary is (very) weak. You just haven't got enough words to express yourself.
- Quantity alone isn't enough. The quality of your work is (much) more important.
- You won't get off a 4 unless you stop making so many basic grammar/vocab mistakes/errors.
- I regard oral achievement (*mündliche Leistung*) as being just as important as written work.
- Your written work is more or less acceptable/okay/all right, but you must contribute (much) more to the lessons.
- I'm very/extremely dissatisfied/disappointed with your work this term/year (*Halbjahr/Schuljahr*).
- You show no interest whatsoever in English/this subject/what we are doing.
- You should consider/think about whether it would not be better to choose some other subject/course. You've (quite) obviously got no real interest in/talent for this one!
- Get this clear/Understand this. If you go on as you are/like this, you'll (definitely/certainly) get a 5/fail (*durchfallen*).
- You (never/seldom) do your homework/prepare for lessons, and you contribute nothing to discussions/oral sessions/lessons.
- This is the price you've got to pay for your lack of interest/laziness/stupidity in the Mittelstufe ("middle school"/9th and 10th Years). You'll just have to make up your mind to do the necessary work now.
- You don't do anything yourself, and you do your best to distract (*ablenken*) others/disturb the lessons/stop others from working/...
- Speak English. This is an English lesson.

4. Behaviour: Balling Someone Out (Benehmen: wie man jemanden zurechtweist)

a) Balling Someone Out for Being Late (Wie man jmdn. kritisiert, der verspätet erschienen ist)

- Why are you late?
- Don't just go to your place/seat without saying anything. Why are you late?
- Stop showing off and go to your seat.
- This is the second/... time you've been late this week/during the last few weeks/recently. In future, make sure you're here on time.

- You're always late. Come and see me at the end of the lesson.
- You are always/often late after Sport/Biology/... I'll have to speak to Mrs/Mr ... about it.
- It's all right this time, but in future you'll just have to get up earlier.

b) ... not Having the Right Books and Materials (..., der ohne richtige Bücher und Materialien kommt)

- (name), where is your (text/course) book/workbook/ homework/reader?
- I told you to bring your ... Why haven't you got it?
- You'll have to/can share with (name) this time, but don't forget your book/it/... again/in future.
- You can use my/this copy this time, but ...
- Do you mean you've forgotten your homework (exercise-book) or you haven't done your homework (at all)?
- You are always forgetting something. Come and see me at the end of the lesson/after the lesson/afterwards.
- If you forget your book/... again, I'll have to write your name in the register (*Klassenbuch*)/speak to your form teacher/your tutor/your parents about it.

c) ... Talking and Playing the Clown During Lessons (..., der schwatzt und während des Unterrichts blödelt)

- (name), stop talking/chattering (*schwatzen*)/gossiping and get on with your work/listen to me/pay attention.
- (name), you're talking too much/making too much noise.
- (name), this is your last/final warning. If you don't stop talking/... (so much) and get on with your work/what you should be doing, I'll have to write/put your name in the register (*Klassenbuch*).
- (name), stop talking to (name) so much, or you'll have to go and sit somewhere else/come and sit here.
- (Situation: Another pupil starts talking/laughing while the teacher is balling someone else out.) (name), what's so funny? Let's hear it.
- (Situation as above.) This has got nothing to do with you. Mind your own business and keep quiet.
- (name), sit down/go back to your place/seat/desk and get on with your (own) work.
- (name), please don't leave your place/... without asking.
- Please don't just shout. (If you want to say something,) put up your hand.
- (name), stop playing around with/fiddling around with your pen/that toy/...
- (name), give me that ... You can come and get it at the end of the lesson/when you go home/from the school office (*Sekretariat*)
- (name), go and sit there/near the window/by the door/next to (name)/between (name) and (name).

- (Situation: The teacher wants to speak to the class as a whole.) There's (far) too much noise/You're being (far) too noisy. I can't hear what (name's) saying/ what (name's) trying to say.
- Unless you stop making so much noise/being so restless, we'll have to do some written work/exercises/practice/stay in after the bell/stay in school on Friday/...

d) ... Interfering with Other Pupils (..., der andere Schüler ablenkt/stört)

- (name), leave (name)/your neighbour alone.
- (name), leave (name's) things alone.
- (name), stop interfering with (name) and let her/him get on with her/his work.
- (name), stop distracting (*ablenken*) (name) and get on with your work/...
- (name), do you think it's fair/funny to stop other people from working?
- (name), in the end you've got to decide/know yourself whether you work or not, but don't stop others from working.
- ..., but you have no right (whatsoever) to stop others from working.

e) ... Doing Other Work During English Lessons (..., der während des Englischunterrichts anderen Beschäftigungen nachgeht)

- This is an English lesson. Put your Maths/Latin/German/... book(s)/things away, please.
- You should do your German/Biology/... homework at home. Get out your English book)s)/things.
- Put those things/books away, or I'll have to speak to your History/... teacher.
- Give me that book/comic/magazine/toy/... You can come and get it from me at the end of the lesson/day/week/...

f) ... Packing up Too Early (..., der Sachen zu früh zusammenpackt)

- The bell hasn't rung/gone yet. Stop packing/putting your things away.
- Sit down until I've finished speaking.
- The bell's for me, not for you. It tells me that I should begin to think about ending/finishing the lesson.

g) ... Being Cheeky (..., der frech ist)

- (name), listen to/look at me when I'm talking to you.
- (name), I'm talking to you. Listen!
- Don't interrupt me when I'm speaking. I haven't finished yet.
- Don't be cheeky/rude/impolite.
- I'm not rude to you, so I don't expect you to be rude to me.
- If you want trouble, I can deliver/express.
- Stop pushing and shoving.
- Come on, help Mrs/Mr ... carry those things/that overhead/ ...

Kapitel 8: Übungsbausteine

Dieses Kapitel soll dem Lehrer praktische Hilfe bei der Erstellung von Klassenarbeiten und Übungsmaterialien leisten. Es ist hier nicht unser Ziel, fertige "Übungsblätter" zum sofortigen Einsatz anzubieten. Wegen der Vielfalt der Zielgruppen ist es kaum realistisch, Übungsblätter zu entwerfen, die unverändert übernommen werden können. Statt dessen haben wir versucht, "Bausteine" zur Verfügung zu stellen, die von dem Lehrer in einer für seine Zwecke und Lerngruppe geeigneten Kombination zusammengestellt werden können.
Alle Bausteine sind *ready for use.* Abgesehen von der Erstellung einer Fotokopiervorlage benötigen sie also keine weitere Bearbeitung durch den Lehrer. Wie bei Kapitel Zwei (*Puzzles and Games*) sind die Übungen den Anforderungen der Richtlinien, den Themenbereichen und dem Wortschatz der gängigen Kursbücher sowie dem Wissensstand der entsprechenden Lerngruppe angepaßt. Da die Bausteine zur Verwendung im schriftlichen Bereich gedacht sind, spielen situativ-kommunikative Übungen im mündlichen Bereich eine untergeordnete Rolle. Wir haben meist Schreiblücken und -zeilen vorgegeben, diese sind eher für Klassenarbeiten gedacht. Im Unterricht ist es wegen der Kosten von Fotokopien vielleicht sinnvoller, die Schüler die Lösungen in ihr Heft, also nicht in die Lücken, schreiben zu lassen, und die Fotokopien weitere Male zu verwenden.
Die Übungen sind nach Lernjahren – also *Lernjahr 1/2*, *Lernjahr 3/4* und *Lernjahr 5/6* – geordnet. Die Übungen innerhalb eines Lernjahres sind wiederum in drei Kategorien unterteilt, nämlich *Grammatik*, *Wortschatz* und *Textaufgaben*. Alle Übungen sind mit Aufgabenstellung und mit Lösungen versehen.

Lernjahr 1/2: Grammatik

1. Pam goes to school by bike

Use the words to make positive statements (+), negative statements (–) or questions (?). Look at the example sentences first.

Example:

\+ Pam/go/to/school/by bike: Pam goes to school by bike.
– Pam/go/to/school/by bike: Pam doesn't go to school by bike.
? Pam/go/to/school/by bike: Does Pam go to school by bike?

1. – Jane/eat/cornflakes/for breakfast

2. ? the children/learn/French/at school

3. + yesterday/the boys/break/a window

4. ? you/often/write/stories/for homework

5. – we/go/to school/on Saturdays

6. ? why/Janet/come/to school/by taxi/yesterday

7. + at the moment the girls/play/hockey/and/the boys/read comics

8. – the children/have/Biology/at present/./ + the teacher/be/ill

9. ? you/like/reading/animal books

10. – Ben/play/very well/in the match/last week

11. ? Mr Gregg/live/in Castle Street

12. + The Greens/buy/a new car/last year

Lösung: 1. Jane does not/doesn't eat cornflakes for breakfast. 2. Do the children learn French at school? 3. Yesterday the boys broke a window. 4. Do you often write stories for homework? 5. We do not/don't go to school on Saturdays. 6. Why did Janet come to school by taxi yesterday? 7. At the moment the girls are playing hockey and the boys are reading comics. 8. The children do not/don't have Biology at present. The teacher is ill. 9. Do you like reading animal books? 10. Ben did not/didn't play very well in the match last week. 11. Does Mr Gregg live in Castle Street? 12. The Greens bought a new car last year.

2. *Sally and Jim go shopping*

Pick out irregular past tense forms and give the infinitive. Write in your exercise-book.

When Sally and Jim got home from school, they found a note from their mother. "I am at Aunt Mary's," it said. "Can you do the shopping for me?"
Sally and Jim ran down the road to the supermarket. The supermarket was very full and there were long queues of people at the cash-outs (*Kassen*). Sally took out the shopping list. The two children went from shelf to shelf. They found everything on the list. They bought some milk, butter and eggs, and some bacon and sausages.
After that, they stood in one of the queues. At last their turn came. Jim laid all the shopping on the belt (*Förderband*) and Sally put it in the shopping-bag. "That's £12.50, please, dears," the lady at the cash-out told them. Sally felt in her pocket. Where was the purse? "Oh dear," she said, "I left the purse at home. I forgot it." "Don't worry," said the lady. She knew Sally and Jim well. She often saw them in the supermarket. She wrote £12.50 on a piece of paper and gave it to Sally. "Here you are, dear. You can pay next time."

Lösung: got, get; found, find; said, say; ran, run; was, be; were, be; took, take; went, go; found, find; bought, buy; stood, stand; came, come; laid, lay; put, put; told, tell; felt, feel; left, leave; forgot, forget; knew, know; saw, see; wrote, write; gave, give

3. *Fast, faster, fastest*

Make a 26-line table like this in your exercise-book. Fill in the 12 adjectives from the list, and their opposites. Then give their comparative and superlative forms.

1. fast 2. old 3. tall 4. stupid 5. interesting 6. good 7. difficult 8. expensive 9. hard 10. high 11. wide 12. late 13. weak

adjective	comparative	superlative
fast	faster	fastest
slow	slower	slowest
old	older	
tall		

Lösung: 1. fast, faster, fastest 2. old, older, oldest 3. tall, taller, tallest 4. stupid, more stupid, most stupid (*-er/-est*-Steigerung auch möglich) 5. interesting, more interesting, most interesting 6. good, better, best 7. difficult, more difficult, most difficult 8. expensive, more expensive, most expensive 9. hard, harder, hardest 10. high, higher, highest 11. wide, wider, widest 12. late, later, latest 13. weak, weak, weakest
Opposites: 14. slow, slower, slowest 15. young, younger, youngest 16. short, shorter, shortest 17. clever, cleverer, cleverest 18. boring, more boring, most boring 19. bad, worse, worst 20. easy, easier, easiest 21. cheap, cheaper, cheapest 22. soft, softer, softest *or* easy, easier, easiest 23. low, lower, lowest 24. narrow, narrower, narrowest 25. early, earlier, earliest 26. strong, stronger, strongest

4. *The basketball match*

Pick out the adverbs. Make a list in your exercise-book and give the adjective.

The basketball match was very exciting. Both teams played very well. Just two minutes before the end of the game the score was 48:48. Then Mike Barnes, our best player, got the ball. He ran very fast towards the basket. He ran quickly through the other players. The other team tried hard to get the ball, but Mike played too cleverly for them. At last he was at the basket. The crowd was standing up and shouting excitedly. Mike jumped lightly into the air and carefully threw the ball towards the basket. But the ball didn't go through the basket easily. It landed on the rim (*Rand*). Would it go through? Yes. It rolled slowly off the rim into the basket. The referee blew his whistle as loudly as he could. The game was over, and our team was the winner.

Lösung: well (good); fast (fast); quickly (quick); hard (hard); cleverly (clever); excitedly (excited); lightly (light); carefully (careful); easily (easy); slowly (slow); loudly (loud)

5. Bobo

Pick out the past tense forms and match them up with the infinitives in the drawing. Write in your exercise-book.

There was nearly a very bad accident in Beach Road, Cromer, on Saturday afternoon. Mr Jack Bond took his dog, Bobo, for a walk. He wanted to go along Beach Road to the park. Suddenly, Bobo saw a cat on the other side of the road. The dog pulled so hard that Mr Bond, who is 78, let him go. Bobo ran across the road just as a lorry came along. The lorry-driver, Mr Pat Toms, did not want to hit the dog, so he drove his lorry up on to the pavement. He did not see Mrs Joan Grant with her baby, one-year-old Sharon, in a pram (*Kinderwagen*). The lorry hit the pram and knocked it over. Sharon fell out of the pram, but luckily nothing happened to her. She just laughed. And Bobo? He caught the cat but he soon felt sorry. They fought for several minutes and the cat won. She cut Bobo's nose quite badly. Poor Bobo. He chose the wrong cat. Let's hope it taught him a lesson.

Lösung: was, be; took, take; wanted, want; saw, see; pulled, pull; let, let; ran, run; came, come; did not want, not want; drove, drive; did not see, not see; hit, hit; knocked, knock; fell, fall; happened, happen; laughed, laugh; caught, catch; felt, feel; fought, fight; won, win; cut, cut; chose, choose; taught, teach

6. *John is at school today*

Use the words in brackets to write new sentences in the past tense.

Example:

– Sally does the shopping on Fridays. (the garden/last Friday)
⟩ Sally did the garden last Friday.

1. John is at school today. (at home/yesterday)

_____

2. My father usually drinks tea at breakfast. (coffee/last week)

_____

3. Janet and Peggy usually play hockey. (tennis/yesterday)

_____

4. Pamela often gets a 3 in her test. (2/last time)

_____

5. My mother often swims in the morning. (afternoon/last summer)

_____

6. The girls usually do their homework in the afternoon. (evening/last Monday)

_____

7. Jimmy often goes to the cinema at the weekend. (on Friday/last week)

_____

8. Tom's mother gives him £10 a month. (£12/last month)

_____

9. My dad usually comes home at 5. (4/last Monday)

_____

10. The postman often gives the dog a biscuit. (a bone/yesterday)

_____

Lösung: 1. John was at home yesterday. 2. My father drank coffee at breakfast last week. 3. Janet and Peggy played tennis yesterday. 4. Pamela got a 2 in her test last time. 5. My mother swam in the afternoon last year. 6. The girls did their homework in the evening last Monday. 7. Jimmy went to the cinema on Friday last week. 8. Tom's mother gave him £12 last month. 9. My dad came home at 4 last Monday. 10. The postman gave the dog a bone yesterday.

7. *Jim buys bread every morning*

First, change the sentences into the tense in brackets. Then ask about the part of the sentence in italics (kursiv).

Example:
– Peter goes *to the cinema* on Friday (past)
⟩ Peter went to the cinema on Friday.
⟩ "Where did Peter go on Friday?" "To the cinema."

1. *Ben* fights very well (present perfect)

_____

_____

2. Mr Gregg drinks *a lot of coffee.* (past)

_____

_____

3. Alison buys bread *every morning.* (present)

_____

_____

4. *The poor old man* feels hungry. (past)

_____

_____

5. The Americans build *big skyscrapers.* (present perfect)

6. I come home at *8 o'clock.* (past)

7. Jack breaks *his arm.* (present perfect)

8. Ulrike catches *six* fish. (past)

9. The Greens eat *fresh vegetable* every day. (past)

10. Ben can't play cricket *because he's ill.* (past)

Lösung: 1. *Ben* has fought very well – "Who has fought very well?" "Ben." 2. Mr Gregg drank *a lot of coffee.* – "What did Mr Gregg drink?" "A lot of coffee. 3. Alison buys bread *every morning.* – "How often does Alison buy bread?" "Every morning." 4. *The poor old man* felt hungry. – "Who felt hungry?" "The poor old man." 5. The Americans have built *big skyscrapers.* – "What have the Americans built?" "Big skyscrapers." 6. I came home *at 8*

o'clock. – "When did you come home?" "At 8 o'clock." 7. Jack has broken *his arm.* – "What has Jack broken?" "His arm." 8. Ulrike caught *six fish.* – "How many fish did Ulrike catch?" "Six". 9. The Greens ate *fresh vegetable* every day. – "What did the Greens eat every day?" "Fresh vegetable." 10. Ben couldn't play cricket because he was ill. – "Why couldn't Ben play cricket?" "He was ill."

8. *for* or *since?*

Do you use for *or* since *with these expressions of time?*

1. _____ three weeks
2. _____ last Easter
3. _____ 10 o'clock
4. _____ an hour
5. _____ I was a child
6. _____ a long time
7. _____ we first met
8. _____ several weeks
9. _____ the beginning
10. _____ 31st May 1990
11. _____ ages
12. _____ she scored a goal

Lösung: 1. for 2. since 3. since 4. for 5. since 6. for 7. since 8. for 9. since 10. since 11. for 12. since

9. *some, somebody, something, somewhere*

Put in some, somebody, something, *or* somewhere.

1. I've got _____ money. Would you like _____ to eat?
2. Don't lock the door. I think there's still _____ inside.
3. I don't know the way. We'll have to ask _____.
4. There have been _____ very good films on TV lately.
5. – I can't find my purse.

   – Well, it must be _____, mustn't it?
6. There's _____ wrong with my torch. I think I probably need

   _____ new batteries for it.

7. Mum gave me _____ tickets to a pop concert for my birthday.

8. Is _____ wrong? You look quite ill.

Lösung: 1. some, something 2. somebody 3. somebody 4. some 5. somewhere 6. something, some 7. some 8. something

10. any, anybody, anything, anywhere

Put in any, anybody, anything, *or* anywhere.

1. Our team hasn't scored _____ goals in their last four matches.

2. – Listen! Did you here something then?

   – No, I didn't hear _____.

3. We always stay at home. We haven't been _____ interesting for weeks.

4. You can't ask just _____ questions like that. You must ask an expert.

5. Have you got _____ money? I need 30p for the bus.

6. – Keep quiet, Bob. You haven't done _____ yet this lesson.

   – I didn't say _____, sir. It was Jack.

7. I want a pink T-shirt but I can't find one at _____ of the shops.

8. Where are you going on holiday? _____ exciting?

Lösung: 1. any 2. anything 3. anywhere 4. anyone 5. any 6. anything, anything 7. any 8. anywhere

11. some, any and their compounds

Put in some, any, *or one of their compounds.*

1. – Sally, stop talking, please.

   – I didn't say _____, Miss.

   – Well, _____ said _____. Who was it?

2. – Look, there's _____ in the garden. I just saw a man go past the window.

   – Well, I didn't see _____. You must be dreaming.

3. – Alison, have you got _____ money with you?

   – Yes, I've got _____, but I'm not going to lend _____ to you. I lent you _____ last week, and you haven't paid me _____ of it back yet.

4. – I know I bought _____ apples, but now I can't find them _____. Have you seen them _____, Sally?

   – No. Perhaps you left them _____ in town.

Lösung: 1. anything, somebody, something 2. somebody, anybody 3. any, some, any, some, any 4. some, anywhere, anywhere, somewhere

12. SVO

Write out the words in the right order to form correct sentences.

1. all day/at school/British children/have to stay

   _____

2. a lot of British schools/a special school uniform/have

   _____

3. and/at 4 o'clock in the afternoon/at 9 o'clock in the morning/ends/starts/the school day

   _____

4. a two hour break/for lunch/in the middle of the day/there is

   _____

5. club activities/have/on one afternoon a week/the children

_____

6. any school/in Britain/never/on Saturdays/there is

_____

7. at British schools/at German ones/do/much more sport/than/ they

_____

8. and/go/in the classrooms/stay/the children/the teachers/to them

_____

9. at the end/important tests/of the school year/there are

_____

10. at the weekend/British children/get/homework/often

_____

Lösung: 1. British children have to stay at school all day. 2. A lot of British schools have a special school uniform. 3. The school day starts at 9 o'clock in the morning and ends at 4 o'clock in the afternoon. 4. There is a two hour break for lunch in the middle of the day. 5. The children have club activities on one afternoon a week. 6. There is never any school in Britain on Saturdays. 7. They do much more sport at British schools than at German ones. 8. The teachers stay in the classrooms and the children go to them. 9. There are important tests at the end of the school year. 10. British children often get homework at the weekend.

Lernjahr 1/2: Wortschatz

1. What an awful mess!

Pick out and list words about school.

When Mr Gregg went into 3G's classroom he was not pleased. What an awful mess! The blackboard was dirty and there was chalk all over the floor. The duster was in the wastepaper basket and the desks were all over the place. A lot

of pupils had not put their exercise-books and writing things into their schoolbags. The atlases from the Geography lesson were still on the teacher's desk. No one had put them in the cupboard. One of the History posters was lying on the floor, too. Mr Gregg went out into the playground to find some of the children. "You have got just ten minutes to tidy up the classroom," he told them. "And I am not going to show you a nature film in the lunch break today. You are going to have a Biology test instead."

Lösung: 3G's classroom; blackboard; chalk; duster; wastepaper basket; desks; pupils; exercise-books; writing things; schoolbags; atlases; Geography lesson; teacher's desk; cupboard; History poster; playground; children; tidy up the classroom; show a nature film; lunch break; have a Biology test

2. *That silly computer*

Mr Floppy asked his computer to make a list of words about clothes/traffic and transport/food and drink, but the silly computer made a mistake. It put lots of other words in the list as well. Look at the words, and tick (/) the right ones.
(alternative Aufgabe)
Look at the words and make three lists in your exercise-book, one of clothes, one of traffic and transport, and one of food and drink.

apple – bus – T-shirt – hamburger – hat – bike – road – banana – sweatshirt – bread – train – lemonade – coke – station – coat – tram – socks – shirt – boat – cake – blouse – biscuits – steak – driver – bus stop – pullover – sandwiches – ferry – pear – canoe – shorts – pavement – jeans – sausages – wheel – bathing costume – sweets – scarf – lorry – gloves – van – meat pie – soft drink – whisky – trousers – plane – harbour – ticket – shoes – bacon – jacket – traffic – eggs – raincoat – strawberries – platform – police car – suit – yoghurt – milk – anorak – ice-cream – ship

Lösung: clothes T-shirt – hat – sweatshirt – coat – socks – shirt – blouse – pullover – shorts – jeans – bathing costume – scarf – gloves – trousers – shoes – jacket – raincoat – suit – anorak

Lösung: traffic and transport bus – bike – road – train – station – tram – boat – driver – bus stop – ferry – canoe – pavement – wheel – lorry – van – plane – harbour – ticket – traffic – platform – police car – ship

Lösung: food and drink apple – hamburger – banana – bread – coke – cake – biscuits – steak – sandwiches – pear – sausages – sweets – meat pie – soft drink – whisky – bacon – eggs – strawberries – yoghurt – milk – ice-cream

Lernjahr 1/2: Textaufgaben

1. *Sally and Jim go shopping*

Look at the sentences about the text. Say which ones are right, and which ones are wrong.

When Sally and Jim got home from school, they found a note from their mother. "I am at Aunt Mary's," it said. "Can you do the shopping for me?"
Sally and Jim ran down the road to the supermarket. The supermarket was very full and there were long queues of people at the cash-outs (*Kassen*). Sally took out the shopping list. The two children went from shelf to shelf. They found everything on the list. They bought some milk, butter and eggs, and some bacon and sausages.
After that, they stood in one of the queues. At last their turn came. Jim laid all the shopping on the belt (*Förderband*) and Sally put it in the shopping-bag. "That's £12.50, please, dears," the lady at the cash-out told them. Sally felt in her pocket. Where was the purse? "Oh dear," she said, "I left the purse at home. I forgot it." "Don't worry," said the lady. She knew Sally and Jim well. She often saw them in the supermarket. She wrote £12.50 on a piece of paper and gave it to Sally. "Here you are, dear. You can pay next time."

1. Sally and Jim's mother was not at home when they got back from school. [ ]
2. There were not many people in the supermarket. [ ]
3. Sally forgot to take the shopping list with her. [ ]
4. The children didn't find all the things their mother wanted. [ ]
5. Among other things, Sally and Jim bought some eggs, bacon and sausages. [ ]
6. The children didn't wait long at the cash-out. [ ]
7. Sally put the shopping in the shopping-bag. [ ]
8. Jim left the purse at home. [ ]
9. The lady at the cash-out was not angry with Sally and her brother. [ ]
10. The lady knew Sally and Jim quite well. [ ]

Lösung: 1 R, 2 W, 3 W, 4 W, 5 R, 6 W, 7 R, 8 W, 9 R, 10 R

2. *Sally and Jim go shopping*

Look at the text and pick out all the words you can find about shops and shopping. Do this in your exercise-book.
[Text wie bei 1 oben]

Lösung: do the shopping, supermarket, queue, cash-out, shopping list, go from shelf to shelf, find everything on the (shopping) list, buy some milk, ..., stand in a queue, lay shopping on the belt (at a cash-out), put shopping in a shopping-bag, see s.o. in the supermarket, pay next time

Lernjahr 3/4: Grammatik

1. Adjectives and adverbs

First, put the words in brackets into the sentences, either as adjectives or adverbs, as necessary.

1. We had a _____ journey to London. The coach was new so it was very _____. (pleasant, comfortable)
2. The children ran out of school _____ at the start of the holidays. (happy)
3. Not only is Barbara _____ at maths, she can also speak French _____, too. (good, good)
4. The man drove so _____ through the town that the police stopped him for driving _____. (fast, dangerous)
5. My grandmother is a _____ kind person. (wonderful)
6. If you work _____ you can _____ get a _____ mark. (hard, easy, good)
7. That boy is a _____ _____ footballer. He is a _____ player and he never plays _____. (real, bad, dirty, fair)

Lösung: 1. pleasant, comfortable 2. happily 3. good, well 4. fast, dangerous 5. wonderfully 6. hard, easily, good 7. really, bad, dirty, fairly

2. You mustn't do that

Fill in must, needn't *or* mustn't.

1. When the traffic lights are red the cars _____ stop. They _____ go on. A police car with its light on _____ stop but it _____ be careful.

2. – Mum, you _____ make dinner yet. I'm not hungry.

   – Peter, I've told you often that you _____ eat so many sweets before meals.

3. You _____ run to school or you will be late.

4. Pupils _____ eat during lessons.

5. You _____ do your homework for the Friday lesson. But you _____ do it today.

6. You can phone your friend, you _____ write a letter.

Lösung: 1. must, mustn't, needn't, must 2. – needn't – mustn't 3. must 4. mustn't 5. must, needn't 6. needn't

3. *Carol is going to Paris tomorrow*

Make full sentences. Put in the missing words and be careful about the tenses.

1. Carol/go/Paris/tomorrow

   _____

2. she/just+buy/her/ticket

   _____

3. last year/she/spend/two weeks/Spain

   _____

4. Carol/always/go/holiday/summer

   _____

5. next year/she/fly/Florida

   _____

6. she/want+to go/USA/last year/but/she/not have/enough money/ because/she/have/a car accident

7. poor Carol/must+buy/new car.

8. her plane/take off/London Heathrow/7 am/tomorrow

9. Carol/stay/Paris/one week/and then/she/travel/to Britanny

10. she/never+be/France/before/so/she/be/very excited

Lösung: 1. Carol is going to Paris tomorrow. 2. She has just bought her ticket. 3. Last year she spent two weeks in Spain. 4. Carol always goes on holiday in the summer. 5. Next year she is flying to Florida. 6. She wanted to go to the USA last year but she didn't have enough money because she had a car accident. 7. Poor Carol had to buy a new car. 8. Her plane takes off from London Heathrow at 7 a.m. tomorrow. 9. Carol is staying in Paris for one week and then she is travelling to Britanny. 10. She has never been to France before so she is very excited.

4. *Translation*

Translate the sentences into English.

1. Wie lange wohnst du in Berlin?

2. Lernst du schon lange Englisch?

3. Ich kenne Sam seit neun Jahren.

_____

4. Meine Mutter arbeitet seit Weihnachten im Supermarkt.

_____

5. Mein Bruder kommt seit zwei Wochen mit mir zur Schule.

_____

6. Hans hat sein Skateboard seit seinem vierzehnten Geburtstag.

_____

7. Du siehst fern seit heute morgen. Das genügt!

_____

8. Wir spielen Handball seit zwei Jahren und wir haben noch nicht [*not ... yet*] gewonnen.

_____

9. Der Hund bellt seit heute nacht.

_____

10. Wir haben Peter seit zwei Wochen nicht gesehen.

_____

Lösung. 1. How long have you lived in Berlin? 2. Have you been learning English long? 3. I've known Sam for nine years. 4. My mother has been working at the supermarket since Christmas. 5. My brother has been coming to school with me for two weeks. 6. Hans has had his skateboard since his fourteenth birthday. 7. You have been watching television since this morning. That's enough! 8. We have been playing handball for two years and we have not won yet. 9. The dog has been barking since last night. 10. We haven't seen Peter for two weeks.

5. This happened two years ago

Fill in the verbs. Use the simple past, the present perfect, simple or progressive, and the past perfect progressive.

Janet _____ (be)[1] on holiday in France with her parents. She _____ (cannot+speak)[2] French very well. But one evening she _____ (go)[3] into a disco. She _____ (look)[4] around and _____ (see)[5] all the boys and girls dancing. She _____ (stand)[6] by the bar for about 15 minutes when a very good-looking boy _____ (come)[7] over to her. He _____ (ask)[8] her in French to dance. She _____ (understand)[9] and _____ (say)[10] yes.

"_____ (you+stand)[11] at the bar for a long time?" the boy _____ (ask)[12]. "No, I only _____ (arrive)[13] here 15 minutes ago," Janet _____ (reply)[14]. "You _____ (be)[15] English, _____[16]? _____ (you+be)[17] to France before?" "I _____ (be)[18] to France three times already. I _____ (see)[19] you on the beach last year."

Janet and Jacques _____ (spend)[20] the rest of the holiday together. They _____ (go)[21] swimming every day and one day they _____ (get up)[22] very early, _____ (meet)[23] on the beach and _____ (watch)[24] the sun-rise.

They _____ (see)[25] each other ever since. Jacques

_____ (be)[26] to England three or four times and Janet

_____ (visit)[27] his family several times, too. None of

their friends _____ (be)[28] surprised when they _____ (get

married)[29] yesterday.

Lösung: 1 was 2 could not 3 went 4 looked 5 saw 6 had been standing 7 came 8 asked 9 understood 10 said 11 have you been standing 12 asked 13 arrived 14 replied 15 are 16 aren't you? 17 have you been 18 have been 19 saw 20 spent 21 went 22 got up 23 met 24 watch 25 have been seeing 26 has been 27 has visited 28 were 29 got

6. *Mr Gregg shows his friends the town, I*

Pick out and list passive forms. Do this in your exercise-book.

In the afternoon, Mr Gregg took his friends into the town. He wanted to show them some interesting places there. "This church is new," he said. "It was started ten years ago, but it was only finished last year. The windows were made in Italy, and the stone was brought all the way from Wales. The old church was burnt down."

Then Mr Gregg showed his friends the old market place in the middle of the town. "A market is held here three times a week," he said. "Many things are sold much cheaper than in the shops." After that he took his friends to see some old houses. "These are the oldest houses in the town," he told them. "They were built over eight hundred years ago. You can see that they have just been repaired and modernized. Next year they are going to be turned into a home for old people. Now I want to show you the cathedral and the castle. They are very famous. They are visited by thousands of tourists every year." "Oh no," said one of his friends. "Let's go and have a cup of tea. We have been shown enough old buildings for one day."

Lösung: was started; was (only) finished; were made; was brought; was burnt down; is held; are sold; were built; have (just) been repaired; (have just been) modernized; are going to be turned into; are visited; have been shown

7. *Mr Gregg shows his friends the town, II*

Pick out the passive forms and translate them into German. Do this in your exercise-book.

[Text wie bei vorheriger Übung]

Lösung: was started: *wurde begonnen*; was (only) finished: *wurde vollendet*;

were made: *wurden gemacht/hergestellt*; was brought: *wurde hergeholt*; was burnt down: *wurde niedergebrannt*; is held: *wird veranstaltet*; are sold: *werden verkauft*; were built: *wurden gebaut*; have (just) been repaired: *sind (gerade) repariert worden*; (have just been) modernized: *(sind gerade) modernisiert worden*; are going to be turned into: *werden umgewandelt werden*; are visited: *werden besucht*; have been shown: *sind gezeigt worden*

8. Mr Gregg shows his friends the town, III

Make the text more interesting by putting the passive forms into the active. If there is a by-agent, use it as the subject of the active sentence. Otherwise, use the subjects given in brackets. Do this in your exercise-book

In the afternoon, Mr Gregg took his friends into the town. He wanted to show them some interesting places there. "This church is new," he said. "It was started (they) ten years ago, but it was only finished (they) last year. The windows were made by a famous Italian artist, and the stone was brought (huge lorries) all the way from Wales. The old church was burnt down by a madman."
Then Mr Gregg showed his friends the old market place in the middle of the town. "A market is held here twice a week by some farmers' wives," he said. "Many things are sold (the ladies) much cheaper than in the shops."
After that he took his friends to see some old houses. "These are the oldest houses in the town," he told them. "They were built (a rich man) over eight hundred years ago. You can see that they have just been repaired and modernized (some builders). Next year they are going to be turned into a home for old people by the town.
Now I want to show you the cathedral and the castle. They are very famous. They are visited by thousands of tourists every year." "Oh no," said one of his friends. "Let's go and have a cup of tea. We have been shown (you) enough old buildings for one day."

Lösung: They started it ..., but they only finished it ...; a famous Italian artist made the windows, and huge lorries brought the stone ...; a madman burnt down the old church; some farmers'wives hold a market ...; the ladies sell many things ...; a rich man built them ...; some builders have just repaired and modernized them; the town is going to turn them into ...; thousands of tourists visit them ...; you have shown us enough old buildings

9. Can you help me with my homework?

[Bei lernschwächeren Gruppen sollten die einzusetzenden Pronomen immer unmittelbar vor dem Satz vorgegeben werden. Sonst können die Pronomen zusammen in einer Materialleiste vorweg angegeben werden.]
Put the pronouns into the sentences.

he -he - her- him - him- him - his - I - I - I - I - I - I - it - it - it - it - it - me - me - my - my - my - our - she - she - them - them - they - they - you - you - you - your - your - we

1. ⟩ I – it – me – my – you

   Can _____ help _____ with _____ homework this afternoon?

   _____ can't do _____.

2. ⟩ he – him – it

   _____ ran after the ball and kicked _____ into the goal.

   The fans cheered _____ loudly.

3. ⟩ them – they – your

   Billy, look at _____ hands. _____ are very dirty. Go and

   wash _____ at once, please.

4. ⟩ I – I – her – it – my – my – she – she

   – Betty borrowed _____ new T-shirt and _____ made _____ dirty.

   – _____ know. _____ is very careless. _____ don't let

   _____ have any of _____ things.

5. ⟩ I – I – it – it – me – you – your –

   – Where is _____ exercise-book, Billy?

   – _____ don't know, sir. _____ can't find _____.

   – Well, _____ must buy a new one. Show _____ to _____ at the

   beginning of the next lesson.

6. ⟩ I – I – him – they – you

   – Do _____ know where Mr Adams is?

   – Yes, _____ think _____ saw _____ talking to Mr Gregg.

   _____ went into 3G's classroom.

7. ⟩ he – him – his – our – them – we

   _____ dog Bobo is very clever. _____ throw balls to _____

   and _____ always catches _____ in _____ mouth.

Lösung: 1. Can you help me with my homework this afternoon? I can't do it. 2. He ran after the ball and kicked it into the goal. The fans cheered him loudly. 3. Billy, look at your hands. They are very dirty. Go and wash them at once, please. 4. – Betty borrowed my new T-shirt and she made it dirty. – I know. She is very careless. I don't let her have any of my things. 5. – Where is your exercise-book, Billy? – I don't know, sir. I can't find it. – Well, you must buy a new one. Show it to me at the beginning of the next lesson. 6. – Do you know where Mr Adams is? – Yes, I think I saw him talking to Mr Gregg. They went into 3G's classroom. 7. Our dog Bobo is very clever. We throw balls to him and he always catches them in his mouth.

10. What are you doing with that purse?

Put suitable pronouns into the sentences so that they make sense.

1. (1) _____ lost (2) _____ English book yesterday, but luckily

   Elaine lent (3) _____ (4) _____.

2. – What are (1) _____ doing with that purse? (2) _____'s (3)

   _____! Give (4) _____ back to (5) _____ at once.

   – All right. Here (6) _____ are. (7) _____ didn't know (8)

   _____ belongs to (9) _____. (10) _____ found (11) _____

   in the playground. (12) _____ should say "thank (13) _____

   instead of shouting at (14) _____.

3. – Have you seen Jutta, Helga?

   – Yes, (1) _____ saw (2) _____ getting into a car with Hans.

   (3) _____ expect (4) _____ drove (5) _____ home. (6)

   _____ can't walk properly because (7) _____ hurt (8)

   _____ foot playing basketball this morning.

   – Oh, dear. Poor Jutta.

   – Why "poor Jutta"? (9) _____'s lucky. (10) _____ can stay

   at home for a few weeks and (11) _____ have to work.

   – Don't be nasty. (12) _____ know how much Jutta loves (13)

   _____ work.

4. – Tom, have (1) _____ seen the new film at the ABC? (2)

   _____'s terrific. (3) _____ went with Elaine last night

   and (4) _____ both enjoyed (5) _____ very much.

   – What? (6) _____ went out with Elaine? But (7) _____ had a

   date with (8) _____! (9) _____ waited for (10) _____ for

   an hour, but (11) _____ didn't turn up (*auftauchen*).

   – Well, now (12) _____ know why not.

Lösung: 1. (1) I (2) my (3) me (4) hers 2. – (1) you (2) it (3) mine (4) it (5) me – (6) you (7) I (8) it (9) you (10) I (11) it (12) you (13) you (14) me 3. – (1) I (2) her (3) I (4) he (5) her (6) she (7) she (8) her – (9) she (10) she (11) we – (12) you (13) her 4. – (1) you (2) it (3) I (4) we (5) it – (6) you (7) I (8) her (9) I (10) her (11) she – (12) you

11. A walking holiday in Wales, I

Put the verbs from the list into the text.

broke, brought, called, came, could, did not answer, did not know, fell, found, laid, lay, ran, rolled, stopped, telephoned, told, tried, tried, wanted, was, was, was not, was not, went, went

Last year, Jack and his friend Bob _____[1] on a walking holiday in Wales. One day, they _____[2] to go mountain-climbing. They were climbing up a narrow path, when Jack suddenly _____[3]. He _____[4] to get hold of a small tree, but it just _____[5] in his hand. Jack _____[6] down the mountain side until a big rock _____[7] him. Bob _____[8] to his friend, but Jack _____[9]. He _____[10] quite still near the rock. At first, Bob _____[11] what to to. He _____[12] to climb down to Jack, but it _____[13] too dangerous. Bob _____[14] a good mountain-climber. He _____[15] as fast as he _____[16] back down the mountain. He _____[17] the people at the youth hostel about the accident. Someone _____[18] for help. Some good climbers _____[19] with a helicopter. They _____[20] up the mountain and _____[21]Jack. They _____[22] him on a stretcher and _____[23] him down the mountain again. Jack _____[24] badly hurt. But he _____[24] lucky.

Lösung: 1 went 2 wanted 3 fell 4 tried 5 broke 6 rolled 7 stopped 8 called 9 did not answer 10 lay 11 did not know 12 tried 13 was 14 was not 15 ran 16 could 17 told 18 called 19 came 20 climbed 21 found 22 laid 23 brought 24 was not 25 was

12. *A walking holiday in Wales, II*

Put the verbs in the past tense.

Last year, Jack and his friend Bob _____ (go)[1] on a walking holiday in Wales. One day, they _____ (want)[2] to go mountain-climbing. They were climbing up a narrow path, when Jack suddenly _____ (fall)[3]. He _____ (try)[4] to get hold of a small tree, but it just _____ (break)[5] in his hand. Jack _____ (roll)[6] down the mountain side until a big rock _____ (stop)[7] him. Bob _____ (call)[8] to his friend, but Jack _____ (not answer)[9]. He _____ (lie)[10] quite still near the rock. At first, Bob _____ (not know)[11] what to do. He _____ (try)[12] to climb down to Jack, but it _____ (be)[13] too dangerous. Bob _____ (not be)[14] a good mountain-climber. He _____ (run)[15] as fast as he _____ (can)[16] back down the mountain. He _____ (tell)[17] the people at the youth hostel about the accident. Someone _____ (call)[18] for help. Some good climbers _____ (come)[19] with a helicopter. They _____ (climb)[20] up the mountain and

_____ (find)[21] Jack. They _____ (lay)[22] him on a stretcher[1] and _____ (bring)[23] him down the mountain again. Jack _____ (not be)[24] badly hurt. But he _____ (be)[25] lucky.

1 Bahre

Lösung: Sehen Sie bitte die Lösung zur vorherigen Übung.

13. A knock at the door

Past simple or past progressive? Put the verbs into the right tense.

It _____[1] (be) half past seven in the evening. Mary and her brother Jack _____[2] (be) alone at home. Their father _____[3] (play) darts with his friends and their mother _____[4] (work). She _____[5] (work) at night. Mary _____[6] (do) her homework and Jack _____[7] (watch) TV when suddenly there _____[8] (be) a knock at the door. Jack _____[9] (hear) the knock but he _____[10] (not go) to the door. He _____[11] (enjoy) the TV programme. Mary _____[12] (not hear) the knock because she _____[13] (sit) in her bedroom. There _____[14] (be) a lot more loud knocks, so in the end Jack _____[15] (get up) and _____[16] (go) to see who _____[17] (be) there. He _____[18] (open) the door and _____[19] (see) two

men. They _____[20] (wear) funny masks. They

_____[21] (look) like monsters. One of the men

_____[22] (carry) something in his hand. Jack

_____[23] (try) to speak, but he _____[24] (be) so

frightened that no words _____[25] (come). Then one of the men

_____[26] (laugh) and _____[27] (say),

"_____[28] (not be) frightened, Jack. It _____[29] (be)

31st October today – Hallowe'en*."

* Hallowe'en = Allerheiligen. In England finden dann viele Partys statt, zu denen die Leute komische Masken tragen und sich als Hexen und Zauberer verkleiden.

Lösung: 1 was 2 were 3 was playing 4 was working 5 worked 6 was doing 7 was watching 8 was 9 heard 10 did not/didn't go 11 was enjoying 12 did not/didn't hear 13 was sitting 14 were 15 got up 16 went 17 was 18 opened 19 saw 20 were wearing 21 looked 22 was carrying 23 tried 24 was 25 came 26 laughed 27 said 28 do not/don't be 29 is (it's)

14. [hadn't had/not had] I haven't seen him for years

Simple present, simple past, present perfect or present perfect progressive? Put the verbs into the right form.

1. I _____ (live) in London since 1989, but before that

   I _____ (live) in Wales.

2. We usually _____ (visit) my uncle on Saturdays, but

   we _____ (not go) to see him last week. My father

   _____ (have) so much to do lately, that he

   _____ (say) we _____ (not have) the time.

3. We _____ (wait) for the bus for nearly half an hour,
   and it still _____ (not come). The buses
   _____ (be) always late.
4. – _____ (you+see) the new film at the Odeon?
   – Yes, we _____ (go) to see it yesterday.
   – _____ (you+like) it?
   – Well, it _____ (be) all right, I _____
   (suppose), but I _____ (find) it a bit boring in places.

Lösung: 1. have lived, lived 2. visit, didn't go, has had, said, didn't have 3. have been waiting, has not come, are 4. – Have you seen – went – Did you like – was, suppose, found

15. King John and the Abbot of Canterbury

Part 1

ask – ask – be – be – can/he+answer – can+not answer – cut – die – drink – eat – give – give – go – have – help – listen – love – put – ride – say – take – think

King John _____[1] a funny hobby. He _____[2] riddles. He
_____[3] people really tricky riddles and if they
_____[4] them he _____[5] off their head.

One day, the wise old Abbot of Canterbury _____[6] a meal
with King John. They _____[7] a lot of wine. Then the King
_____[8], "Abbot, I _____[9] you a riddle. I
_____[10] you three weeks to answer it. If you
_____[11] me the wrong answer, I _____[12] all your
land and money and I _____[13] you in prison until you

_____[14]. Here _____[15] the riddle. _____[16]

carefully: 'What _____[17]?'" The poor abbot _____[18]

home to Canterbury. He _____[19] very unhappy. How

_____[20] such a question? He _____[21] to the

cleverest people at Oxford and Cambridge, but no one

_____[22] him.

Part 2

ask – be – be – climb – do – give – give – go – you/go – know – look – you/look – ride – ride – ride – say – say – speak – tell – not worry

After three weeks he _____[1] sadly on to his horse and

_____[2] along the road to London. He _____[3] past an

inn in Rochester, when a man _____[4] to him. "Good morning,

Abbot," _____[5] the man. "Where _____[6], and why

_____[7] so sad, good Abbot?" Although the man

_____[8] poor and a little dirty, he _____[9] so friendly

that the abbot _____[10] him his story. "_____[11],

good Abbot," _____[12] the poor man. "I _____[13] like

you. _____[14] me your cloak and your horse, and I

_____[15] to London. I _____[16] the answer to the

King's riddle." So the abbot _____[17] what the poor man

_____[18]. He _____[19] him his cloak and his horse, and

the man _____[20] away along the road to London.

Part 3
answer – ask – be – be – be – get – have – hear – laugh – laugh – say – say – say – smile – tell – think – think – think

When he _____[1] to King John's castle, he _____[2] to be taken to the king.

"Aha, good Abbot," _____[3] the king. He _____[4] cruelly.

"Now _____[5] my riddle, Abbot of Canterbury. _____[6] me, 'What _____[7]?'" "Great King John," _____[8] the poor man, "I _____[9] a good joke for you. You _____[10] at this moment that I _____[11] the great Abbot of Canterbury." When the king _____[12] the story he _____[13] and _____[14]. "Go, good man," _____[15] the king, "for you _____[16] right. I _____[17] that you _____[18] my Abbot of Canterbury."

Lösung:
Part 1: King John had a funny hobby. He loved riddles. He asked people really tricky riddles and if they could not answer them he cut off their head. One day, the wise old Abbot of Canterbury was eating a meal with King John. They drank a lot of wine. Then the King said, "Abbot, I am going to ask you a riddle. I will give you three weeks to answer it. If you give me the wrong answer, I will take all your land and money and I will put you in prison until you die. Here is the riddle. Listen carefully: 'What am I thinking?'"
The poor abbot rode home to Canterbury. He was very unhappy. How could he answer such a question? He went to the cleverest people at Oxford and Cambridge, but no one helped him.

Part 2: After three weeks he climbed sadly on to his horse and rode up the road to London. He was riding past an inn in Rochester, when a man spoke to him. "Good morning, Abbot," said the man. "Where are you going, and why do you look so sad, good Abbot?" Although the man was poor and a little dirty, he was so friendly that the Abbot told him his story.

"Don't worry, good Abbot," said the poor man. "I look like you. Give me your cloak and your horse, and I will go to London. I know the answer to the King's riddle."
So the Abbot did what the poor man asked. He gave him his cloak and his horse, and the man rode away up the road to London.

Part 3: When he got to King John's castle, he asked to be taken to the king. "Aha, good Abbot," said the king. He smiled cruelly. "Now answer my riddle, Abbot of Canterbury. Tell me, 'What am I thinking?'" "Great King John," said the poor man, "I have a good joke for you. You are thinking at this moment that I am the great Abbot of Canterbury."
When the king heard the story he laughed and laughed. "Go, good man," said the king, "for you are right. I was thinking that you are my Abbot of Canterbury."

16. Made in Japan

Put the verbs from the list into the sentences.

are stolen – were built – was made – was opened – was painted – were told – was won – were written –

1. This camera _____ in Japan.
2. The new hospital _____ by Princess Di.
3. These old houses _____ over 400 years ago.
4. The race _____ by my friend Jill.
5. The police say that more than 150 radios _____ from cars each month.
6. We _____ that we could go home an hour earlier than usual.
7. These two books _____ by Karl May.
8. The best picture _____ by my sister.

Lösung: 1. was made 2. was opened 3. were built 4. was won 5. are stolen 6. were told 7. were written 8. was painted

17. Did Columbus discover America?

Put the sentences into the passive voice.

1. Did Columbus discover America, or did Leif Ericson reach it first?

2. Shakespeare wrote "Macbeth", and he first performed the play for King James.

3. Some boys found the stolen money in a rubbish-bin at the station. The police think the thieves hid it there.

4. A car hit the dog, but it didn't kill him. A lady took him to the vet, and the vet operated on him at once.

5. The lifeboats help hundreds of people every summer. Most of the people they save [who ...] are holidaymakers.

6. William I built the Tower. He had to defend London from attack. They started it in 1067, but they didn't finish it for nearly 200 years.

_____

_____

_____

Lösung: 1. Was America discovered by Columbus, or was it reached by Leif Ericson first? 2. "Macbeth" was written by Shakespeare, the play was first performed for King James. 3. The stolen money was found by some boys in a rubbish-bin at the station. The police think it was hidden there by the thieves. 4. The dog was hit by a car, he was not killed. He was taken to the vet by a lady. He was operated on at once. 5. Hundreds of people are helped by the lifeboats every summer. Most of the people who are saved are holidaymakers. 6. The Tower was built by William I. London had to be defended from attack. The Tower was started in 1067, but it was not finished for nearly 200 years.

18. How to use a VCR

We often use the passive voice in instructions for use. Look at the dialogue. Jim is telling his sister Sally how to use a video cassette recorder (VCR). Read what Jim says and write down the instructions in the passive. Use the verbs in italics.

Jim: Well, Sally, this is how you *operate* the VCR. First, you switch on the TV and press the AV button. "AV" means "audio visual". It *connects* the TV to the VCR.

Sally: Fine.

Jim: Then you *push* the cassette into the opening. Be careful. You *must put* it in the direction of the arrow. After you*'ve pushed* it in a little way, the recorder *will pull* it in the rest of the way automatically.

Sally: What, you *don't have to push* it in all the way?

Jim: No. It's automatic. Then press "Rewind" and the cassette *will return* to the beginning, okay?

Sally: Yes. It's just like on an ordinary cassette recorder.

Jim: That's right. When the machine *switches off* the cassette, you press "Start" and that's that.

Sally: But what are these other buttons for?

Jim: Well, if you want to stop the cassette at one picture, you *operate* the "Freeze" button. It *stops* the cassette. To restart, just *press* the same button again.

Sally: Good. And this button here?
Jim: Well, you know that one. It's the fast forward button.
Sally: Oh yes, of course.

Lösung: The VCR is operated in this way. – The TV is connected to the VCR by the AV control. – The cassette is pushed into the opening. – The VC/It must be put in/put into the opening in the direction of the arrow. – After it has been pushed in a little way, it will be pulled in the rest of the way automatically. – It/The VC does not have to be pushed in all the way. – The VC will be returned to the beginning. – When the cassette/VC is switched off, you press "Start" ... – ... the "Freeze" button is operated. – The cassette is stopped. – ... the same button is just pressed again.

19. If ...

Write out the sentences in your exercise-book and put the verbs in the right tense.

1. If you eat all those sweets you ... (be) ill.
2. You ... (get) a better mark if you worked more. 3. If Sally ... (remember) it was Saturday she would not have got up so early.
4. – It might rain tomorrow.
   – Well, if it ... (rain) tomorrow I ... (not go) swimming.
5. Peter ... (not have) an accident if he ... (look) before he crossed the road.
6. – What are you doing?
   – I'm filling in my lottery (*Lotto*) ticket.
   – And what will you do if you ... (win)?
   – Mum can't win. She never gives in her ticket. Perhaps if she ... (give) in her ticket she ... (win) sometimes.

Lösung: 1. will be 2. would get 3. had remembered 4. rains, will not go 5. would not have had, had looked 6. win, gave, would win

20. If you aren't careful ...

Complete the if-sentences by putting the verbs into the right tense.

Type I

1. Brian, if you _____ (not work) harder, you _____ (not get) a good mark.

2. If you _____ (go) out in the rain without a coat, you

   _____ (catch) a cold.

3. We _____ (not be) late if we _____ (go) now.

4. Our team _____ (win) the match if the boys _____ (train) hard.

Type II

5. Mr Gregg _____ (not get) so angry with his form if the boys _____ (not be) so noisy and untidy.

6. If Mrs Green _____ (find) a job, she _____ (be) much happier.

7. If Sally _____ (not have to+do) so much housework, I'm sure she _____ (help) you with your homework.

8. The car _____ (run) much better if you _____ (look) after it properly.

Type III

9. I bet Ben _____ (not marry) Alison if she _____ (not be) so rich.

10. If I _____ (win) the money, I _____ (buy) a new bike.

11. The child _____ (die) if someone _____ (not call) a doctor.

12. If there _____ (not be) so much traffic, we _____ (get) the airport on time.

Lösung: 1. don't work, will not get 2. go, will catch 3. won't be, go 4. will win, train hard 5. wouldn't get, weren't 6. found, would be 7. didn't have to do, would help 8. would run, looked 9. wouldn't have married, hadn't been 10. had won, would have bought 11. would have died, hadn't called 12. hadn't been, would have got

21. Two loaves of bread, please

Put a suitable expression of quantity from the list into the sentences.

a bit of , a piece of, six slices of, a bottle of, a tin of, a pair of (2×), two loaves of, three kilos of, two litres of

1. "Can I have _____ bread, please?"
2. Sally bought _____ apple juice at the supermarket.
3. "I would like _____ apple cake, please, Miss Adams."
4. "Have you got _____ scissors? I want to cut a picture out of the paper."
5. "When you go to the butcher's, bring _____ ham with you."
6. "Don't forget to bring _____ peas with you, Bill."
7. "We need _____ milk for the weekend."
8. "I want to buy _____ jeans this weekend."
9. "I heard an interesting _____ news today. Alison is going to the USA."
10. "Dad bought _____ bananas at the market. Who is going to eat them all?"

Lösung: 1. two loaves of bread 2. a bottle of apple juice 3. a piece of/(a bit of) apple cake 4. a pair of scissors 5. six slices of ham 6. a tin of 7. two litres of milk 8. a pair of jeans 9. a bit of/(a piece of) news 10. three kilos of bananas

22. How often?

Use arrows to put these adverbs into the sentences.

1. We go to the cinema on Saturdays. (sometimes)
2. I only see him. (now and then)
3. The Clarkes holiday in Brittany. (every year)
4. British school children have to wear a uniform. (often)

5. Jack drinks beer. (never)
6. The Greens have been on holiday. (rarely)
7. They visit their parents. (each week)
8. We meet on the train to work. (seldom)
9. The Brents call in at the weekends. (every so often)
10. The Clarkes and the Brents go on holiday together. (every second year)

Lösung: 1. We sometimes go ... 2. ... see him now and then. 3. ... in Brittany every year. 4. ... children often have to wear a ... 5. Jack never drinks ... 6. ... have rarely been ... 7. ... their parents each week. 8. We seldom meet ... 9. ... at the weekends every so often. 10. ... go on holiday together every second year.

Lernjahr 3/4: Wortschatz

1. *Can you tell me the way to the bus-station, please?*

Underline the right preposition.

– Can you tell me the way (1) for/into/to the bus-station, please?
– Of course. It's (2) in/next to/on Surrey Street. Now you go (3) along/in/to this road until you come (4) at/through/to the second traffic lights. (5) At/In/Under those lights you must turn left (6) at/in/into Norfolk Street. Walk (7) along/in/over Norfolk Street (8) from/for/of about a hundred yards. Then go (9) along/over/through the bridge and straight (10) down/in/through the park. Go out (11) for/from/of the park (12) over/through/under the big gate and you are (13) in/into/on Olga Road. Go right (14) down/into/to Olga Road (15) at/from/to the end. You'll see a big supermarket (16) at/on/onto your right. The supermarket is (17) along/in/on the corner of Olga Road and Surrey Street. Go straight (18) for/into/up Surrey Street and the bus-station is (19) at/down/on the right. Okay?
– Fine. Thank you very much (20) from/for/of your help.

Lösung: 1 to; 2 in; 3 along; 4 to; 5 At; 6 into; 7 along; 8 for; 9 over; 10 through; 11 of; 12 through; 13 in; 14 down; 15 to; 16 on; 17 on; 18 up; 19 on; 20 for

2. *The bottle of lemonade fell off the table on to the floor*

Put in the missing prepositions.

1. Bill's ring fell _____ his finger _____ the sea.
2. Can I have a piece _____ cake, please?

3. The driver _____ the car parked _____ the pavement.

4. I got a letter _____ Bill today. He sends lots _____ love and hopes to see you _____ Ben's party _____ Saturday.

5. Don't fall _____ the ladder, will you? It doesn't look very safe _____ where I'm standing.

6. The new jet flies _____ New York _____ London _____ only two and half hours.

7. Don't put that cup _____ the cupboard. It's full _____ cold tea.

8. The children got _____ the bus and ran _____ the playground.

9. Mary went _____ the office _____ 7 o'clock.

10. That's a stupid story. _____ whom did you hear it?

11. *Hamlet* is a play _____ Shakespeare.

12. I would like to buy the car _____ you but I have no money.

Lösung: 1. off, into 2. of 3. of, on 4. from, of, at, on 5. off, from 6. from, to, in 7. in, of 8. off, into 9. to, at 10. from 11. by 12. from

3. *Bob slept during the whole film*

Put in since, for, ago, while, during.

1. Did anybody visit you _____ my holiday?

2. Three people called _____ you were out shopping.

3. I saw mother two weeks _____ but I haven't seen her _____ then.

4. Ilse was in Portugal _____ three weeks.

5. The holidays began two weeks _____ and we still don't know where to go.

6. John is working this year _____ the summer holidays.

7. The teacher went out of the room _____ a short time.

   _____ he was out the children made a lot of noise.

8. Jacques has learnt a lot of English _____ he came to England.

9. Three years _____ I was in America _____ four weeks.

10. _____ I saw you last week I had an accident _____ going to school on my moped.

Lösung: 1. during 2. while 3. ago, since 4. for 5. ago 6. during 7. for, while 8. since 9. ago, for 10. since, while

4. *Opposites*

Find a word of opposite meaning (antonym) for each word in the list in the box.

quick, big, black, difficult, interesting, long, nice, good, high, hot, clever, cool, ill, lazy, honest, pretty, dangerous, hard, expensive, fat

1. slow – _____
2. little – _____
3. white – _____
4. easy – _____
5. boring – _____
6. short – _____
7. nasty – _____
8. bad – _____
9. low – _____
10. cold – _____
11. stupid – _____
12. warm – _____
13. healthy – _____
14. hard-working – _____
15. dishonest – _____
16. safe – _____
17. ugly – _____
18. soft – _____
19. cheap – _____
20. thin – _____

Lösung: 1. slow – quick 2. little – big 3. white – black 4. easy – difficult 5. boring – interesting 6. short – long 7. nasty – nice 8. bad – good 9. low – high 10. cold – hot 11. stupid – clever 12. warm – cool 13. healthy – ill 14. hard-working – lazy 15. dishonest – honest 16. safe – dangerous 17. ugly – pretty 18. soft – hard 19. cheap – expensive 20. thin – fat

5. *Words of similar meaning*

Find a word of similar meaning (synonym) for each word in the list in the box.

big, small, high, happy, clever, beautiful, cheeky, kind, quick, difficult, cheap, sad, greedy, mean

1. large – _____
2. little – _____
3. tall – _____
4. cheerful – _____
5. intelligent – _____
6. lovely – _____
7. rude – _____
8. friendly – _____
9. fast – _____
10. hard – _____
11. inexpensive – _____
12. unhappy – _____
13. selfish – _____
14. miserly – _____

Lösung: 1. large – big 2. little – small 3. tall – high 4. cheerful – happy 5. intelligent – clever 6. lovely – beautiful 7. rude – cheeky 8. friendly – kind 9. fast – quick 10. hard – difficult 11. inexpensive – cheap 12. unhappy – sad 13. selfish – greedy 14. miserly – mean

6. *The Battle of the Little Bighorn*

This is the story of the Battle of the Little Bighorn. It is one of the most famous battles between the Indians and the US Cavalry. Read the story and then put words from the list into the text so that it makes sense. When you have completed the text, do the exercise you will find at the end.

angry – attacked – battle – bravely – braves – called – Canada – Cavalry – chief – Dakota – defeat – defeat – destroyed – escaped – forget – found – gathered – gold rush – Government – heard – Hills – Indian Wars – Indians – invasion – keep – left – machine guns – make – moved – outnumbered – peace – punish – reached – reservation – settlers – shock – sides – soldiers – stonger – teach – tribes – troop – 2,500 – valley – weak – went – won – worried

The Sioux Indians had a reservation in the Black _____[1] in the state of _____[2]. The Sioux had been given the area by the US _____[3] in Washington. Then, in 1874, gold was _____[4] on the Sioux reservation. Thousands of white _____[5] began to move into the Black Hills. A new _____ _____[6] had begun.

Sitting Bull, the _____[7] of the Sioux, had always done all he could to keep the _____[8]. He knew that the whites were _____[9] than the _____[10]. Some of the young Sioux _____[11] thought that Sitting Bull was _____[12]. They said that he would do anything to _____[13] the peace. But this _____[14] of white men into the Indian _____[15] was more than Sitting Bull could accept. He _____[16] his braves together and _____[17] to the valley of the Little Bighorn River in Montana.

When they _____[18] that Sitting Bull had _____[19] the reservation with his braves, the US Government was _____[20]. They sent General Custer with a _____[21] of 260 soldiers to

Montana. General Custer was told to _____[22] Sitting Bull go back to the reservation.

When Custer _____[23] Montana, he was told that Sitting Bull had _____[24] an army of over _____[25] braves. But Custer was not _____[26]. He still thought that he could _____[27] the Indians. He went into the _____[28] of the Little Bighorn with his 260 _____[29]. At first, all _____[30] well. Then, suddenly, the Indians _____[31] from all _____[32]. Custer and his soldiers fought _____[33], but they were hopelessly _____[34]. Within a short time the _____[35] was over.

The _____[36] of General Custer by Sitting Bull was a terrible _____[37] for the US Government. They decided to _____[38] the Sioux and all the other Indian _____[39] a lesson that they would never _____[40]. The Government sent a big army to _____[41] Sitting Bull and his braves. This time, the Indians were outnumbered, and the US _____[42] had _____ _____[43]. After a lot of fighting, the Sioux were almost completely _____[44] at the Battle of Wounded Knee. Just a few survivors _____[45] across the border to _____[46]. In this way, the Battle of the Little Bighorn was

the beginning of the end of the _____ _____[47] in the USA

– although the Indians _____[48] it.

Form the questions that give these answers.

1. _____?
   Because gold was discovered in the Black Hills.

2. _____?
   General Custer.

3. _____?
   Because Sitting Bull had 2,500 braves, and Custer had only 260 soldiers.

4. _____?
   Sitting Bull won.

5. _____?
   They were very shocked and decided to punish the Sioux.

6. _____?
   Things changed for them because they were outnumbered and the US Cavalry had machine guns.

7. _____?
   The Sioux tribe was almost completely destroyed.

8. _____?
   To Canada.

Lösungen:
Text completion: 1 Hills 2 Dakota 3 Government 4 found 5 settlers 6 gold rush 7 chief 8 peace 9 stronger 10 Indians 11 braves 12 weak 13 keep 14 invasion 15 reservation 16 called 17 moved 18 heard 19 left 20 angry 21 troop 22 make 23 reached 24 gathered 25 2,500 26 worried 27 defeat 28 valley 29 soldiers 30 went 31 attacked 32 sides 33 bravely 34 outnumbered 35 battle 36 defeat 37 shock 38 teach 39 tribes 40 forget 41 punish 42 Cavalry 43 machine guns 44 destroyed 45 escaped 46 Canada 47 Indian Wars 48 won
Question formation: 1. Why did white settlers move into the Sioux reservation? 2. Who was sent to make Sitting Bull return to the reservation? *or* Who led the US soldiers? 3. Why was Custer foolish/stupid/unwise to attack the Sioux at Little Bighorn? 4. Who won the Battle of Little Bighorn? 5. How did the US

Government in Washington react when they heard about the defeat of General Custer? 6. How did things change for the Sioux in the battles that followed Little Bighorn? 7. What was the result of the battles that ended with Wounded Knee? 8. Where did the survivors of Wounded Knee go?

7. Choosing the best word

Look at the alternatives and underline the preferred word. Be careful. Sometimes the other alternatives are completely wrong, and sometimes they are possible but not as good as the preferred one.

1. There was a big/great crowd/mass of people hearing/listening to the commentators/speakers at the political meeting/rally in Hyde Park.
2. When I arrive/get home, I eat/have lunch and then I do/make my homework. When I am ready with/have finished my homework, my mum allows me to do/lets me do/makes me do whatever/whichever I like/want.
3. (teacher talking to class) Please don't forget to bring/take your exam books home and have/let/make them signed by your parents.
4. Can you borrow/lend me some money, please?
5. You can't miss/overlook our house. It's the one with the high/tall hedge and the high/tall trees in the garden.
6. Mary is the captain/head/leader of the basketball team.
7. Don't be so loud/noisy. 8. I'm nervous. I am doing/taking/writing an important exam/test tomorrow.
9. Must we travel altogether/all together, or can we go alone/ separately?
10. Jack is very lazy. He never gets up/stands up before 10.
11. We always buy/purchase our food at a supermarket. We find it more economic/economical than going to a corner shop/small shop.
12. Come on, Sally. You've been looking at/watching TV all afternoon. Let's go for/make a walk. 13. I can't like/stand Mr Grubb. He's such a nasty little/ small man. 14. Can you say/tell me the road/way to the station, please? I'm a foreigner/stranger here.
15. "Should we have a barbecue/grill at the weekend?" "Well, I mean/think we should look/see what the weather's like."
16. Where do you hold/keep/preserve the dog food?
17. What/Which road/street do I need/take to drive/get from Bristol to Gloucester?
18. Look at/See that funny/humourous wife/woman! She's carrying/wearing a frightful/frightening hat.

Lösung: 1. big, crowd, listening to, speakers, political rally 2. get, have, do, have finished, lets, whatever, like 3. take, have 4. lend 5. miss, high, tall 6. captain 7. noisy 8. taking, exam 9. all together, separately 10. gets up 11. buy, more economical, corner shop 12. watching, go for 13. stand, little 14. tell, way,

stranger 15. barbecue, think, see 16. keep 17. Which, road, take, get 18. Look at, funny, woman, wearing, frightful

Lernjahr 3/4: Textaufgaben

1. *Holidays*

Look at the ten statements below. Say which are right, and which are wrong. Correct the wrong ones in full sentences. Sometimes you must answer "It's not in the text".

Ben and Helen King were bored and a little sad. All their best friends were on holiday. Jim and Sally Carter were staying with their uncle and aunt in Scotland. Mike and Jacky Barnes were in Spain. And Ben and Helen? They were at home with no one to play with, and nowhere to go. "This is awful," said Ben. "It's even worse than school."

That afternoon at teatime, Mrs King said, "I saw an interesting report in the newspaper today. Did you know that the town has a lot of holiday activities for children and teenagers? They don't cost anything, either. Why don't you go and see if there is anything for you? You can't just sit at home for six weeks, can you?"

The next day, Ben and Helen went to the town hall. They wanted to find out about the holiday activities. "Go to the Agg Gardner Park," someone told them. "You can find out about the holiday activities there."

When Ben and Helen got to the park, they had a very nice surprise. There were a lot of people they knew there, even people from their school. "Good heavens," said Helen excitedly, "I thought everyone was on holiday. Look, there's Alison Grant, and isn't that Freddy Summers over there?" Suddenly they heard a voice behind them. "Hallo, Helen, hallo, Ben. It's nice to see you here." They turned round and saw Mr Adams, a sports teacher from their school. "Mr Adams!" said Ben. "Aren't you on holiday?" "No," said Mr Adams, "I always work here in the summer. I'm one of the group leaders. It's real fun. Look, why don't you join my group? You know Alison and Freddy, don't you? They're in my group, too."

Soon Ben and Helen were having a great time with the others. There were all sorts of sports and games, from billiards, darts and table-tennis to cricket, baseball and football. You could even go canoeing or riding. In the evenings there was often a free film show, a disco party or a barbecue (*Grillparty*).

When the Carters and the Barnes came home from their holidays, they were surprised to hear that Ben and Helen had such a good time. "I think I'll stay at home next year," said Mike. "Spain was all right, but there were too many people there and everything was very expensive. We didn't do or see as much as we wanted to."

1. Ben and Helen King were bored because the Carters and the Barnes were away on holiday.
2. Jim and Sally Carter went to Spain, and Mike and Jacky Barnes stayed in Scotland.
3. Mr King saw a report about holiday activities in the newspaper.
4. Someone at the town hall gave Ben and Helen a lot of information about the holiday activities at the Agg Gardner Park.
5. Ben and Helen were surprised to meet some people they knew at the park.
6. Mr Adams, a sports teacher from Ben and Helen's school, was a group leader at the park.
7. Ben played a lot of tennis, and Helen went swimming.
8. Helen wanted to go riding, but she couldn't do that sport.
9. The Carters didn't enjoy their holiday in Scotland. It rained all the time.
10. Mike Barnes liked Spain very much. He's going there on holiday again next year.

Lösung: 1. That's right. 2. No, that's wrong. Jim and Sally (Carter) stayed in Scotland. Mike and Jacky (Barnes) went to Spain. 3. No, that's wrong, too. Mrs King, not Mr King, saw/ found the report about holiday activities in the newspaper. 4. No, that's wrong as well. Someone at the town hall told Ben and Helen to go to the Agg Gardner Park to find out about holiday activities. 5. Yes, that's right. 6. Yes, that's right, too. 7. I don't know/I can't say. It's not in the text. 8. No, that's wrong, I'm afraid. Helen could go riding if she wanted to. 9. I don't know/I can't say. It's not in the text. 10. Wrong again, I'm afraid. Mike Barnes didn't like Spain very much. He wants to stay at home next year.

2. *Words*

Read the text and find a word or expression that means the same as the eight definitions below.

1. on fire: _____ 2. say sorry: _____

3. be angry: _____ 4. behave: _____

5. hit with hand: _____ 6. take quickly: _____

7. start to burn: _____ 8. walk slowly: _____

The sun can have a strange effect on people. During the very hot summer of 1967 a girl strolling through Hyde Park became annoyed when a man suddenly snatched her new hat off her head and threw it away. She slapped his face hard – and then apologized. Suddenly her hat was ablaze. A glass ornament on the hat had acted like a magnifying glass and the hat had caught on fire.

Lösung: 1. ablaze 2. apologize 3. be annoyed 4. act 5. slap 6. snatch 7. catch on fire 8. stroll

Lernjahr 5/6: Grammatik

1. *If Christopher Columbus ...*

Let's think what the world would be like if history was different. First, join up the two parts of the if*-sentences that belong together, then put the verbs into the correct tense and finally write out the sentences in your exercise-book.*

1. If Amerigo Vespucci (not be) to America,
2. If Ben Johnson (not take) drugs at the 1988 Olympic Games,
3. If Bell (not invent) the telephone,
4. If John Lennon (not be killed),
5. If the snake (not give) Eve an apple,
6. If France (not give) America the Statue of Liberty in 1884,
7. If Mrs Thatcher (not be chosen) the Conservative candidate,
8. If Alcatraz (not be closed),
9. If the English fans (not riot) in Brussels,
10. If the Chinese Communists (not put down) the democracy movement,
11. Some say that if Adolf Hitler (never+live),
12. If Harold Godwinson (win) the Battle of Hastings,

A. it (be) the most secure prison in the world.
B. she (not become) the first woman prime minister.
C. we (be able+see) it in France today.
D. she and Adam (not have to+leave) Paradise.
E. he (write) a lot of new songs.
F. we (not be able to+speak) to people in the USA for years.
G. he (be allowed to+keep) his gold medal.
H. it (not be called) "America".
I. the second world war (not take place).
J. the English language (develop) quite differently.
K. China (be) the world's biggest democracy today.
L. English teams (be allowed to+play) on the Continent more often.

Lösung: 1. If Amerigo Vespucci had not been to America, it would not have been called "America" 2. If Ben Johnson had not taken drugs at the 1988 Olympic Games, he would have been allowed to keep his gold medal. 3. If Bell had not invented the telephone, we would not have been able to speak to people in the USA for years. 4. If John Lennon had not been killed, he would have written a lot of new songs. 5. If the snake had not given Eve an apple, she and Adam would not have had to leave Paradise. 6. If France had not given America the Statue of Liberty in 1884, we would have been able to see it in France today. 7.

If Mrs Thatcher had not been chosen the Conservative candidate, she would not have become the first woman prime minister. 8. If Alcatraz had not been closed, it would have been the most secure prison in the world. 9. If the English fans had not rioted in Brussels, English teams would have been allowed to play on the Continent more often. 10. If the Chinese Communists had not put down the democracy movement, China would have been the world's biggest democracy today. 11. Some say that if Adolf Hitler had never lived, the second world war would not have taken place. 12. If Harold Godwinson had won the Battle of Hastings, the English language would have developed very differently.

2. *Women in Indian Society*

Use the definite article only when absolutely necessary.

Is it right for _____[1] rich, aid-giving countries of _____[2] industrialized world to use their economic power to force _____[3] poor countries of _____[4] developing world to introduce _____[5] social reform?

Before you answer "no" to _____[6] question, look at _____[7] example of India or, better, at _____[8] example of _____9 position of women in _____[10] Indian society. Even _____[11] country's very best friends cannot deny that _____[12] sexist discrimination and _____[13] oppression in India is an international scandal. _____[14] women of _____[15] poor are treated like _____[16] domestic animals. They live a life of _____[17] drudgery (*Plackerei*) and _____[18] toil (*Schwerstarbeit*) wholly under _____[19] control of _____[20] men. _____[21] f/Freedom, _____[22] personal idependence, _____[23] self-realization, _____[24] emancipation are _____[25] words that are completely foreign to _____[26] life they lead.

In some parts of _____[27] rural India, _____[28] wives are still expected to throw themselves on to _____[29] funeral fire of _____[30] dead husbands. This appalling practice has recently been banned by _____[31] federal government, but in _____[32] country areas it still goes on, and _____[33] police do little or nothing to punish _____[34] families of _____[35] dead husbands, who are in _____[36] fact breaking _____[37] law.

Lösung: 1 the 2 the 3 the 4 the 5 -- 6 the 7 the 8 the 9 the 10 -- 11 the 12 -- 13 -- 14 the 15 the 16 -- 17 -- 18 -- 19 the 20 -- 21 -- 22 -- 23 -- 24 -- 25 -- 26 the 27 -- 28 --29 the 30 -- 31 the 32 -- 33 the 34 the 35 the 36 -- 37 the

3. *The Strike*

Some of the workers at ABC Chemicals Ltd. have gone on strike. Jim Bradley, a manager, is talking to Ben Cobham, a striker. Look at the parts of if-sentences given below, and use the words in brackets to complete them.

Jim: This strike is mad. If you had listened to me, we (reach/ fair agreement) _____

Ben: Nonsense. If you really want to end the strike, you (have to + pay/better wages) _____

Jim: You know that we can't afford it, Ben. We will only pay more money if (the men/work harder) _____

Ben: That's not fair. If you were honest, you (agree/we/produce/ more/over the last two years) _____

_____

Jim: But our costs have risen, too. If they hadn't gone up, (the firm/be able to+pay/more wages) _____

_____

Ben: I know. If things go well, it (be/because/clever managers) _____, but if they go badly, it (be/our/fault) _____

Jim: If you can't listen to good arguments, Ben, I (not discuss/the strike/with you) _____

Ben: What good arguments? If you had put forward some good arguments, I (listen/them) _____

Lösung: Jim: This strike is mad. If you had listened to me, we *would have reached a fair agreement.* Ben: Nonsense. If you really want to end the strike, *you will have to pay better wages.* Jim: You know that we can't afford it, Ben. We will only pay more money if *the men work harder.* Ben: That's not fair. If you were honest, you *would agree that we have produced more over the last two years.* Jim: But our costs have risen, too. If they hadn't gone up, *the firm would have been able to pay more wages.* Ben: I know. If things go well, it *is because of the clever managers,* but if they go badly, it *is our fault.* Jim: If you can't listen to good arguments, Ben, I *am not going to discuss/will not discuss the strike with you.* Ben: What good arguments? If you had put forward some good arguments, I *would have listened to them.*

4. *Writing sentences with sentence elements*

Use the elements to make sentences. The elements are in the right order, but you must put the verbs, nouns and pronouns in the right form, and also put in the missing articles, prepositions, etc., as necessary.

1. Mr Green/work/factory/other side/town/./Yesterday/lost/he/job/(so now)/he/look for/work/./

_____

_____

2. poor old woman/wait/bus/over/hour/./why/you+give/she/lift/home/?/I/think/she/live/little house/end/you/street/./

3. we/live/my mother/moment/(but)/hope/have/house/our own/end/year/./

4. by/time/Sally/arrive/party/,/everything/already+be eaten/(and)/only/get/coke/drink/./

5. when/teacher/came/room/,/pupils/stop/talk/(and)/get out/their/book/./

6. thousands/book/bestolen/British libraries/every year/(but)/no one/seem/treat/people/(who)/take/them/(as)/criminal/./

7. this time/next year/I/work/this firm/two years/(and)/I/never + have/proper holiday/./

_____

_____

8. it/be/big mistake/buy/this house/./repairs/cost/much money/ moment/(that)/we/not have/penny/spend/anything else/./

_____

_____

_____

Lösung: 1. Mr Green worked at the factory on the other side of town. Yesterday he lost his job so now he is looking for work. 2. The poor old woman has been waiting for the bus for over an hour. Why don't you give her a lift home? I think she lives in the little house at the end of your street. 3. We are living with my mother at the moment, but we hope that we will have a house of our own by the end of the year. 4. By the time Sally arrived at the party, everything had already been eaten, and she only got coke to drink. 5. When the teacher came into the room, the pupils stopped talking and got out their books. 6. Thousands of books are stolen from British libraries every year but no one seems to treat the people who take them as criminals. 7. This time next year I'll have been working for the firm for two years, and I have never had a proper holiday yet. 8. It was a big mistake to buy this house. The repairs are costing so much money at the moment that we don't have a penny to spend on anything else.

Lernjahr 5/6: Wortschatz

1. Does automation destroy or create jobs?

Put the words into the text/sentences.

alone – assembly-line – automation – companies – different – factories – factory – help – highly-trained – humans – jobs – problem – productivity – programmers – robots – taken over – technicians – unskilled – work – workers

Many workers are afraid of _____[1] because they

think that they will lose their _____[2]. But the

_____[3] is not that simple. In fact, automation has made it possible for _____[4] to increase their _____[5] so much that they need more, not less, _____[6]. In Japan, the home of the fully automated _____[7], managers have found that even the most modern _____[8] need a lot of help from _____[9]. The Japanese do not think that robots can _____[10] completely _____[11]. In most _____[12], each worker has two robots to _____[13] him.

But the workers themselves are _____[14]. They are _____[15] engineers, computer _____[16] and _____[17]. There are not very many jobs for _____[18] workers or for ordinary _____[19] operatives any more. Their jobs have indeed been _____[20] by robots.

Lösung: 1 automation; 2 jobs; 3 problem; 4 companies; 5 productivity; 6 workers; 7 factory; 8 robots; 9 humans; 10 work; 11 alone; 12 factories; 13 help; 14 different; 15 highly-trained; 16 programmers: 17 technicians; 18 unskilled; 19 assembly-line; 20 taken over

2. *Tourist pollution*

Read the text and put in suitable words so that it makes sense.

Every country likes to attract as many tourists as p_____[1].

In Britain, for e_____[2], t_____[3] is the country's

second biggest "e_____r"[4] after N_____ S_____[5] oil. But unfortunately the tourist managers are better at counting the m_____[6] that the tourists spend than counting up the c_____[7] of the damage that the millions of t_____[8] do. Westminster Abbey is just one of h_____[9] of examples in Britain alone. The Abbey is nearly 1000 y_____[10] old. It survived bombing during the second world w_____[11], but the question is can it s_____[12] the hundreds of thousands of tourists that v_____[13] it during the tourist s_____[14] each summer? The a_____[15] to this question is "No, it can't". The same goes for thousands of historic b_____[16] all over the w_____[17]. Soon we may see some new notices at the e_____[18] of these buildings: CLOSED TO THE P_____[19] or JUST ONE AT A T_____[20].

Lösung: 1 possible; 2 example; 3 tourism; 4 "export"; 5 North Sea; 6 money; 7 cost; 8 tourists; 9 hundreds; 10 years; 11 war; 12 survive; 13 visit; 14 season; 15 answer; 16 buildings; 17 world; 18 entrances; 19 PUBLIC; 20 TIME

3. *Antonyms*

Find antonyms (word of opposite meaning) *for the following words. You can use your dictionary if necessary.*

1. aggressive 2. ashamed 3. conscientious 4. attractive 5. sad 6. kind 7. disappointed 8. fed up 9. cheeky 10. helpful 11. quiet 12. self-confident 13. tolerant 14. understanding 15. strong 16. sympathetic 17. fit 18. clumsy 19. greedy 20. miserly

Lösung: 1. peaceful 2. proud 3. lazy 4. unattractive, repellant 5. happy 6. cruel 7. satisfied 8. satisfied 9. polite 10. unhelpful 11. loud 12. diffident 13. intolerant 14. dismissive 15. weak 16. unsympathetic 17. unhealthy, out of condition 18. skilful, elegant 19. generous 20. generous

4. Synonyms

Find synonyms (word of similar meaning) *for the following words. You can use your dictionary if necessary.*

1. interested 2. reliable 3. skilful 4. aggressive 5. afraid 6. cheerful 7. satisfied 8. angry 9. insulting 10. co-operative 11. good-looking 12. sociable 13. tolerant 14. isolated 15. imaginative

Lösung: 1. keen, involved 2. trustworthy 3. clever 4. violent 5. frightened 6. happy, merry 7. pleased 8. irritated, furious 9. rude, cheeky 10. helpful 11. handsome 12. friendly, gregarious 13. understanding, sympathetic 14. lonely 15. creative

Lernjahr 5/6: Textaufgaben

1. Automation instead of relocation

Read the text and then do the assignments at the end.

This story is about a large insurance company in Europe. Its head office is situated in a major city. About five years ago, the company had a problem. The amount of paperwork in the office was increasing and the clerical workers were having trouble dealing with it. Unfortunately, the company could not employ more workers because office space was limited.

To solve the problem, the management decided to change the location of their head office by moving to another town. They also had another reason for wanting to move: the company was losing 16% of working hours because staff were arriving late for work. They were often delayed by the unreliable transport system in the city.

While the management were planning the move, they held frequent talks with trade union representatives and junior managers in the company. They also promised that employees would keep their jobs after the move.

In fact, the planned move did not take place. Instead, the management decided to improve productivity by a number of other means, chiefly by automation. First, over a period of two years, they introduced word processors into the office. They save the time of secretaries and typists, and make them more productive. Secondly, the company introduced a fully computerized accounting system, which enabled them to get along with less staff in the accounts department. Thirdly, management brought in a system of "flexitime". The staff

could come and go as they wished, but the time they were actually at their desks was automatically recorded. The flexitime system meant that lost time because of transport difficulties had to be made up by the employees and was no longer a 16% loss for the company.

1. Content questions
Answer the questions in full sentences.

1. What problem did the company have?
2. How would the company have solved the problem, if it had been possible? Why couldn't the company solve the problem in this way?
3. How did the company decide to solve the problem at first?
4. How did the company solve the problem in the end?
5. In what ways did the firm try and improve productivity?
6. Why did the firm no longer suffer a 16% loss because of lost time through traffic difficulties?

2. True, false or ...?
True, false or not in the text? Put T, F or X in the boxes, as appropriate.

1. The text is about a large American insurance company. [ ]
2. Exactly five years ago, the company had a problem. [ ]
3. The clerical staff was too lazy to do the paperwork. [ ]
4. The company solved the problem very quickly. [ ]
5. There were no offices for extra staff. [ ]
6. The company was also losing money through staff illness. [ ]
7. At first, the company wanted to build a big new office block next door. [ ]
8. They wanted to relocate their office in another town because the staff often had trouble getting to work on time. [ ]
9. The staff didn't want to move elsewhere. [ ]
10. The company was suffering a 16% loss through lost time. [ ]
11. The senior managers were rather authoritarian. [ ]
12. Finally, it was decided to improve productivity by means of automation and the flexitime system. [ ]
13. The staff didn't like the flexitime system. [ ]
14. Productivity was improved in three ways. [ ]
15. With flexitime, people came and went whenever they liked, but they only got paid for the time they were at their desks. [ ]

Please do these assignments in your exercise-book.

3. A wordfield
Use the text to make an expanded wordfield on business and commerce. *Where possible, do not just pick out single words, but give complete collocations.*

4. Explaining terms
Explain these terms from the text:

1. head office 2. major city 3. paperwork 4. have trouble dealing with s.th. 5. take place 6. word processor 7. fully computerized 8. get along with 9. flexitime 10. lost time

5. Word families
Give the noun forms of these common verbs. Give one noun form for each verb except where you see a number in brackets. The number tells you how many noun forms you should give for that particular verb.

1. increase 2. employ (3) 3. solve 4. decide 5. change 6. move (2) 7. lose (2) 8. arrive 9. delay 10. plan (2) 11. improve 12. introduce 13. wish 14. record (2) 15. mean

Lösung:
1. Content questions: 1. The company's staff could not handle the growing amount of paperwork. 2. The company would have taken on more staff. They could not do this because they did not have enough room for more people. 3. The company decided to move to another place. 4. The company decided to solve the problem by improving productivity. 5. The firm introduced word processors, a fully computerized accounting system and the flexitime system of working. 6. With flexitime, the staff only got paid for the time they were actually working.
2. True, false or ...?: 1. F 2. F 3. F 4. X 5. T 6. X 7. F 8. T 9. X 10. T 11. F 12. T 13. X 14. T 15. T
3. A wordfield: large insurance company; head office be situated in ...; have a (commercial) problem; (problem of) amount of paperwork (in an office); clerical staff; have trouble dealing with (amount of work); be unable to employ more workers; have limited office space; solve a (commercial) problem; management; decide to change location of a company; lose working hours because of staff arriving late for work; hold talks with trade union representatives/with junior managers; promise employees s.th.; keep one's job; decide to improve productivity; automation; introduce word processors (into an office); secretaries; typists; make s.o. more productive; introduce a fully computerized accounting system; get along with less staff (in the ... department); bring in a flexitime/... system; record hours (actually) worked automatically; make up lost time
4. Explaining terms: 1. head office: a company's main office, opposite of branch office 2. major city: important city 3. paperwork: clerical work done on or with paper 4. have trouble dealing with s.th.: have difficulty in doing s.th. successfully 5. take place: happen 6. word processor: kind of computer-controlled

writing machine 7. fully computerized: completely computer-controlled/automatic 8. get along with: manage with 9. flexitime: kind of system of working which allows people to come to work at different times, opposite of fixed hours 10. lost time: working hours lost through absence or lateness

5. **Word families:** 1. increase 2. employment, employee 3. solution 4. decision 5. change 6. move, movement 7. loser, loss 8. arrival 9. delay 10. plan, planner 11. improvement 12. introduction 13. wish 14. record, recorder 15. meaning

Kapitel 9:
Englischsprachige Musterbriefe für den Lehrer

Anschriften im englischsprachigen Raum

1. *Übersicht: die Bestandteile einer Anschrift*

Anders als im Deutschen gibt es im Englischen keine festgeschriebene Regel für die Schreibweise der Anschrift. Viele Postbehörden (*Royal Mail, US Mail* usw.) haben jedoch Richtlinien – oder mindestens "Empfehlungen" – hinsichtlich der Form von Anschriften erlassen.

Wie im Deutschen gilt die Grundregel, schrittweise von Detailangaben zu großräumigeren Angaben zu gehen. Besonders in ländlichen Gebieten gibt es viele Häuser mit einem Namen statt einer Nummer. Es sollte für jeden Bestandteil der Anschrift möglichst eine neue Zeile verwendet werden.

〉 Mrs R. J. Bond
The Old Barn
14 Sackville Lane
GODALMING
Surrey
GU7 1NG

〉 Dr and Mrs D. H. Hopkins
28 St George's Av
Norwich
Norfolk
NR1 7TG

〉 Stoate & Bishop (Printers) Ltd.,
St. James Sq.,
C h e l t e n h a m,
Glos, GL50 3PU

Hinweis: Die ersten beiden Beispiele oben zeigen die Teilinterpunktion (*open punctuation*), die zunehmend an Beliebtheit gewinnt. Bei der Teilinterpunktion werden alle Kommas und – bei Abkürzungen – Punkte weggelassen. Das dritte Beispiel zeigt die Vollinterpunktion.

2. *Erläuterungen und Ergänzungen*

a. Der Empfänger

Man verzichtet immer mehr auf Titel oder Anreden in der Adresse. Dies gilt insbesondere, wenn man Männer oder jüngere Frauen anschreibt.

〉 R. Clarke, Roger Clarke, Jane Clarke (eine ziemlich junge Dame), aber Mrs Dorothy Clarke (eine ältere Dame).

Die Praxis, den Vornamen des Ehemannes zu benutzen, wenn man verheiratete Frauen anschreibt, z.B. Mrs Roger Clarke (die Frau von Roger Clarke), ist kaum noch gebräuchlich. Es kommt jedoch gelegentlich noch vor.

Miss/Mrs oder Ms?
Als eine Nebenerscheinung der *Women's Lib*-Bewegung in den Vereinigten Staaten gab es die Einführung der "neutralen" schriftlichen und mündlichen Anrede *Ms* für alle Frauen, egal ob verheiratet, geschieden oder ledig. Anders als bei der Anrede *Frau* im Deutschen, darf im Englischen *Mrs* nur für Frauen, die verheiratet sind oder waren, verwendet werden. Für nichtverheiratete Frauen wird die Anrede *Miss* benutzt.
Bei reiferen Frauen hat diese Anrede jedoch immer noch einen negativen Beigeschmack, was bei der neutralen *Ms* nicht der Fall ist. Dazu kommt, daß man häufig einfach nicht weiß, ob eine Frau verheiratet ist/war oder nicht. In diesem Fall mußte man die schwerfällige Form *Miss or Mrs* benutzen. Trotz dieser durchaus verständlichen Gründe bleibt die Verwendung von *Ms* gerade unter Frauen sehr umstritten. Viele finden, daß die ganze Angelegenheit von Übertreibung und mangelnder Souveränität geprägt ist. Diese Frauen betonen, daß sie von sich aus ledig geblieben sind, und sehen keine Veranlassung, ihre Auffassung hinter der Verwendung von *Ms* zu verstecken. Einige verheiratete Frauen, die *Mrs* verwenden können, lehnen die Anrede *Ms* noch heftiger ab. Sie haben angeblich die Erfahrung gemacht, daß es Männer gibt, die die Anrede *Ms* statt *Mrs* für verheiratete Frauen als eine Art "Freibrief" auffassen.
Übrigens, hinter *Mr*, *Mrs*, *Ms* und *Dr* darf im britischen Englisch – anders als im amerikanischen – kein Punkt gesetzt werden.

b. Straßennamen

⟩ 27 Churchill Road
⟩ 16 Wellington Square,
⟩ 3 Oak St.
⟩ 56 London Rd

Kommas werden zunehmend ganz weggelassen, immer jedoch zwischen Hausnummer und Straße.
Ob man einen Punkt hinter Abkürzungen wie *St.*, *Rd.* usw. setzt, scheint eine Sache des persönlichen Geschmacks zu sein.

Nützliche Abkürzungen:
Alley (*Gasse*): Al., Aly. – Avenue (*Allee*): Av., Ave. – Boulevard (*Allee*): Bould., Boul'd. – Circus (*runder Platz*): C. – Crescent (*halbmondförmig gebaute Häuserreihe*): Cr. – Lane (*Weg*): Ln. – Parade (*Promenade*): Pd., Pde. – Place: Pl. – Promenade: Pr., Prde. – Road: Rd. – Street: St. – Square: Sq. – Terrace (*Reihe*): Terr. – Walk (*Promenade*): Wk.

c. Schreibweise des Postortes

⟩ James Todd
49 Oak Lane
CAMBRIDGE
CB6 4RT

⟩ James Todd
49 Oak Lane
Cambridge
CB6 4RT

⟩ James Todd
49 Oak Lane
C a m b r i d g e
CB6 4RT

Der Postort wird meistens durch Großbuchstaben, Unterstreichung oder gesperrte Schreibweise hervorgehoben.
Manche Leute plazieren den Namen der Grafschaft oder des Verwaltungsbezirkes direkt hinter den Namen des Postortes, insbesondere, wenn die Namen nicht zu lang sind oder abgekürzt werden können:

⟩ IPSWICH, Suffolk
⟩ CHELTENHAM, Glos

aber

⟩ BURNHAM-on-CROUCH
Essex
⟩ STOW-ON-THE-WOLD
Glos

Ob der Name der Grafschaft (*county*) bzw. des Bezirks (*region*) überhaupt als Teil der Anschrift verwendet wird, hängt von der Größe des Ortes ab und davon, ob es einen anderen Ort mit demselben oder einem ähnlichen Namen gibt.
Die *Royal Mail* hat in diesem Zusammenhang ein Verzeichnis herausgebracht, das die Städte Großbritanniens, die ohne Grafschafts- bzw. Bezirksnamen für Postzwecke benutzt werden können, auflistet.

Verzeichnis der Städte, die ohne weitere Ortsbestimmung für Postzwecke verwendet werden können

Aberdeen	Banff	Berwick-upon-Tweed
Antrim	Bath	Birmingham
Armagh	Bedford	Blackburn
Ayr	Belfast	Blackpool

Bournemouth
Brighton
Bristol
Bromley
Buckingham

Cambridge
Cardiff
Carlisle
Chelmsford
Chester
Clackmannan
Colchester
Coventry
Crewe
Croydon

Dartford
Derby
Dumbarton
Dumfries
Dundee
Durham

Edinburgh
Exeter

Falkirk

Glasgow
Gloucester

Hereford
Hertford
Hounslow
Huddersfield
Hull

Inverness
Ipswich
Isle of
  Benbecula
  Canna
  Coll
  Colonsay
  Eigg
  Gigha
  Iona
  Lewis
  Mull
  Rhum
  Scalpay
  Skye

Kinross
Kirkcudbright

Lanark
Lancaster
Leeds
Leicester
Lincoln
Liverpool
Londonderry
Luton

Manchester
Milton Keynes

Nairn
Newcastle upon Tyne
Northampton
Norwich
Nottingham

Oldham
Oxford

Peebles
Perth
Peterborough
Plymouth
Portsmouth
Preston

Reading
Redhill
Renfrew
Romford

Salford
Salisbury
Selkirk
Sheffield
Shrewsbury
Slough
Southampton
Southend-on-Sea
South Wirral
Stafford
Stoke-on-Trent
Sunderland
Swansea
Swindon

Torquay
Twickenham

Walsall
Warwick
Warrington
Watford
Wolverhampton
Worcester

York

Die *Royal Mail* hat auch ein Verzeichnis der zugelassenen Abkürzungen für Grafschaftsnamen veröffentlicht. Sollte es keine Abkürzung in diesem Verzeichnis geben, dann muß der Name voll ausgeschrieben werden. "Fantasieabkürzungen", wie zum Beispiel "Nfk" für Norfolk oder "Ex" für Essex, sollten vermieden werden.

Verzeichnis der zugelassenen Abkürzungen für Grafschaftsnamen

Bedfordshire:	Beds	County Londonderry:	Co. Derry
Berkshire:	Berks	County Durham:	Co. Durham
Buckinghamshire:	Bucks	East Sussex:	E. Sussex
Cambridgeshire:	Cambs	Gloucestershire:	Glos

Hampshire:	Hants	Shropshire:	Salop
Herfordshire:	Herts	South Glamorgan:	S. Glam
Lancashire:	Lancs	South Humberside:	S. Humberside
Leicestershire:	Leics	South Yorkshire:	S. Yorks
Lincolnshire:	Lincs	Staffordshire:	Staffs
Mid Glamorgan:	M. Glam	Tyne and Wear:	Tyne & Wear
Middlesex:	Middx	Warwickshire:	Warks
North Humberside:	N. Humberside	West Glamorgan:	W. Glam
North Yorkshire:	N. Yorks	West Midlands:	W. Midlands
Northamptonshire:	Northants	West Sussex:	W. Sussex
Northumberland:	Northd	West Yorkshire:	W. Yorks
Nottinghamshire:	Notts	Wiltshire:	Wilts
Oxfordshire:	Oxon	Worcestershire:	Worcs

Die *US Mail* hat ebenfalls ein Verzeichnis der zugelassenen Abkürzungen für die Namen der US-Bundesstaaten und der abhängigen Gebiete (*Dependent Territories*) erlassen. Diese zweistelligen Abkürzungen sind Teil der Postleitzahl (*zip code*) und sollten unbedingt eingehalten werden. Sollten Sie die entsprechende Abkürzung nicht kennen, dann muß der Name des betreffenden Bundesstaates voll ausgeschrieben werden. Frei erfundene Abkürzungen, wie zum Beispiel "Cal" oder "Calif" statt CA für California, können zu erheblichen Verspätungen führen.

Verzeichnis der zugelassenen Abkürzungen für die Namen der US-Bundesstaaten und der abhängigen Gebiete

Alabama:	AL	Kentucky:	KY
Alaska:	AK	Louisiana:	LA
Arizona:	AZ	Maine:	ME
Arkansas:	AR	Maryland:	MD
California:	CA	Massachusetts:	MA
Colorado:	CO	Michigan:	MI
Connecticut:	CT	Minnesota:	MN
Delaware:	DE	Mississippi:	MS
District of Columbia:	DC	Missouri:	MO
Florida:	FL	Montana:	MT
Georgia:	GA	Nebraska:	NE
Guam:	GU	Nevada:	NV
Hawaii:	HI	New Hampshire:	NH
Idaho:	ID	New Jersey:	NJ
Illinois:	IL	New Mexico:	NM
Indiana:	IN	New York:	NY
Iowa:	IA	North Carolina:	NC
Kansas:	KS	North Dakota:	ND
		Ohio:	OH
		Oklahoma:	OK

Oregon:	OR	Utah:	UT
Pennsylvania:	PA	Vermont:	VT
Puerto Rico:	PR	Virginia:	VA
Rhode Island:	RI	Virgin Islands:	VI
South Carolina:	SC	Washington:	WA
South Dakota:	SD	West Virginia:	WV
Tennessee:	TN	Wisconsin:	WI
Texas:	TX	Wyoming:	WY

d. Die Postleitzahl

Großbritannien außer London

〉 Susi Clarke
11 Marsh Road
NORWICH
NR8 UT9

In den außergewöhnlich komplizierten, meist sechsstelligen britischen Postleitzahlen (*postal code*) sind sämtliche Informationen für eine bestimmte Adresse enthalten. Häufig haben sogar Häuser in der gleichen Straße – meistens längere Straßen – unterschiedliche Postleitzahlen. Mit der Ausnahme von Londoner Anschriften sollte die PLZ an letzter Stelle in einer Zeile für sich stehen (*last and alone*).
Da die letzte Zeile von der Postleitzahl eingenommen wird, muß die Angabe des Staates entweder in der vorletzten Zeile erscheinen oder möglichst weit nach links gerückt werden:

〉 Jack and Sarah Smithson
10 Appleton Court
NORWICH England
NR2 7TT

oder

〉 Jack and Sarah Smithson
10 Appleton Court
NORWICH
England/UK NR2 7TT

Übrigens wird Ihr Brief auch dann ausgeliefert, wenn Sie die Postleitzahl vergessen oder nicht wissen. Eine prompte Zustellung garantiert die *Royal Mail* in diesem Fall jedoch nicht.

London

〉 John Dobson
34 Conway Place
London W1P 6JD

Bei Londoner Anschriften erscheint die Postleitzahl in der gleichen Zeile wie "London".

USA

) Mrs R. Patterson
345 Bay Avenue
Miami, FL 89562

) Car Care Company, Inc.
1783 Business Park
Kennedy Boulevard
Chicago, IL 76872
USA

Generell ist die amerikanische Gestaltung der Anschrift mit der britischen und deutschen Form weitgehend identisch. Abweichend steht allerdings die Postleitzahl (*zip code*) hinter dem Namen des Postortes und auf der gleichen Zeile. Ein Komma zwischen dem Ortsnamen und der Postleitzahl wird grundsätzlich gesetzt, auch bei der Teilinterpunktion.

Die Musterbriefe

1. Gruppenunterkunft

a. Erste Anfrage

Dear Sir/Sir or Madam/Mr/Mrs (*Name*),

I am planning to bring a group of (*Zahl*) German pupils/students aged (*Alter*) to (*Stadt*) between (*Datum*) and (*Datum*), and I am hoping that you will be able to/ be in a position to offer us suitable (self-catering) accommodation/put us up. The group/party will be/is made up of/consists of/comprises (*Zahl*) boys and (*Zahl*) girls, with, in addition to myself, one male/female (supervizing) teacher and, of course, the coach driver.
So far as meals go, we will need breakfast each day, but we will be eating other meals out so that we can plan our day/activities as flexibly/freely as possible./... will need breakfast and evening meal, but ... eating the midday meal/snack out ...
I would be glad/grateful if you could let me know whether you are able to accept us, and on what terms, and then I will let you have final details.
With many thanks, and looking forward to hearing from you shortly/in due course/at your convenience, and hoping for a favourable reply.

Yours faithfully,
(...)
Johannes Braun, Tutor/Organizer

b. Einfache Buchungsbestätigung

Dear Mr/Mrs (*Name*),

I would like to confirm our reservation of group accommodation at (*Ort*) on the terms stated in your letter dated (*Datum*). Details of dates and the size and composition of the group are as given in my initial inquiry dated (*Datum*). Should there be any last minute changes, I will get in touch with you further.

Yours sincerely,
(...)
Johannes Braun, Tutor/Organizer

c. Buchungsbestätigung mit Angabe weiterer Details

Dear Mr/Mrs (*Name*),

Thank you/?Many thanks for your (prompt) reply to my letter/enquiry dated/of (*Datum*), and I am delighted/pleased/glad to hear/read that you will be able to offer me/us the (required/suitable) accommodation/put us up.
I would like to confirm the details given in my last/previous letter, and add that as we don't expect to reach (*Ort*) before (*Uhrzeit*) am/pm on (*Datum*), we will not be needing breakfast/evening meal on that day.
I enclose my cheque No. (*Nummer*) on (*Bank*)/an international money order for £/DM (*Betrag*), this being a (*Zahl*)% deposit/the deposit you require/asked for./I have transferred £/DM (*Betrag*) to your Account No. (*Kontonummer*) at (*Empfängerbank*), this being a (*Zahl*)% deposit/the deposit you require/asked for.
I note/understand/assume that the deposit is returnable in the event of cancellation on the terms stated in your letter. With many thanks, and I am (already) looking forward to meeting you in the summer/September/when we arrive.

Yours sincerely,
(...)
Petra Schwarz, Tutor/Organizer

d. Folgebrief wegen Änderung(en)

Dear Mr/Mrs (*Name*),

Unfortunately, the details/information contained in my last letter are/is no longer (quite) correct/up to date, as we have had to make some changes as far as the dates/the make up of the group/as far as both the dates and the make up of the group is/ are concerned. We now plan to arrive on (*Datum*) and leave on (*Datum*)/(and)/the group/party will now consist of (*Zahl*) boys and (*Zahl*) girls, making (*Zahl*) all together with the (supervizing) teachers and our coach driver.

Perhaps you would be good/kind enough to let me know if you can still accommodate us/put us up, despite these changes.

Yours sincerely,
(...)
Petra Schwarz, Tutor/Organizer

e. Briefe im Zusammenhang mit Vorauszahlungen
Höhe der Anzahlung

Dear Mr/Mrs (*Name*),

Thank you for your letter dated (*Datum*), and I am/we are pleased to hear that you can accommodate us/you can put us up as on the basis of the details given in my/our letter of (*Datum*).
I/We note that you require a 50/25/(*Zahl*)% deposit payable on confirmation of booking/payable (*Zahl*) months/weeks in advance, and this requirement is causing us some difficulty. These trips are not cheap and many of our parents can only finance them by paying instalments into a special savings account. At this early stage there are not yet sufficient funds available in the account to cover the very substantial deposit you require. We can, however, offer an immediate deposit of 10/15/(*Zahl*)% and the balance of deposit one month in advance of our arrival. Perhaps you could let me/us know if this arrangement is acceptable, when I/we will immediately confirm the booking and make the necessary payment.
With many thanks for your trouble, and I/we hope for a favourable reply.

Yours sincerely,
(...)
Petra Schwarz, Tutor/Organizer

Zeitpunkt der Anzahlung

Dear Mr/Mrs (*Name*),

Thank you for your letter dated (*Datum*), and I am/we are pleased to hear that you can accommodate us/you can put us up as on the basis of the details given in my/our letter of (*Datum*).
I/We note that you require an immediate 50/25/(*Zahl*)% deposit payable on confirmation of booking, and this requirement is causing us some difficulty. We are, of course, very willing to pay a sizeable deposit in advance of our taking up the accommodation, but at this early stage there are not yet sufficient funds available to cover it.
I/We would, therefore, like to suggest that we confirm our booking without making an advance payment and that we then let you have the deposit six/three/

(*Zahl*) months in advance of our arrival. By that time our parents will have paid in sufficient funds to cover it.
Perhaps you could let me/us know if this arrangement is agreeable to you, when I/we will immediately confirm the booking.
With many thanks for your trouble, and I/we hope for a favourable reply.

Yours sincerely,
(...)
Petra Schwarz, Tutor/Organizer

f. Stornierung einer Buchung

Dear Mr/Mrs (*Name*),

It is with very great regret that I have to/I am very sorry to have to inform you/let you know that we will not after all be coming to Britain/to (*Ort*) as earlier planned. Although we have done all we can to go ahead as hoped, problems here about the financing/staffing/scheduling of the trip leave us no choice but to call it off, at any rate this year/this time/for the time being.
I/We would nonetheless like to thank you for all your help and trouble, and should we come to Britain in the future we will certainly get in touch with you again.
I/We would be glad/grateful if you could return my/our deposit of £/DM (*Betrag*) as soon as possible as foreseen in your terms of booking. You could either send a cheque or money order, or else transfer the money. Should you wish to make use of this last method, my/our bank is (*Bank*), Bank Code (*BLZ*), and my/our Account No. is (*Kontonummer*).
With many thanks for your understanding, and before closing I would like to apologise again for any inconvenience this may have caused.

Yours sincerely,
(...)
Johannes Braun, Tutor/Organizer

g. Beschwerde über Unterkunft

Dear Mr/Mrs (*Name*),

I am sorry to have to write this letter at all, but as the person responsible for arranging our (recent) trip to (*Ort*), I feel I must let you know how (very) disappointed we/some members of my party were with the accommodation/food/ both the accommodation and the food we/they were offered.
The most important/relevant complaint/complaints was/were

Hinweis: Typische Beschwerden sind unten aufgeführt. Die passende(n) sollte(n) herausgesucht und der Satz entsprechend zu Ende geführt werden.

Schlafzimmer
- some/many of the rooms had (obviously/clearly) not been (properly/thoroughly) cleaned after (the departure of) the previous occupants/party/group/users.
- the floors/walls/woodwork were dirty.
- litter/refuse/rubbish was found under the beds/furniture. (Additionally, the waste baskets had not been emptied/there were no waste baskets/was no means of disposing of waste.)
- (some of) the rooms were so noisy that sleep was often impossible, although in your information leaflet reference was/is made to the quietness of the area/ no reference was/is made to this fact.
- the beds/bed linen were/was dirty/soiled.

Dusche, Toiletten usw.
- the bathrooms/showers/toilet facilities were dirty/had not been properly cleaned/could not be properly cleaned because of the absence of cleaning materials.
- the showers/toilets/hot water system did not function/work properly.
- hot water/sufficient hot water was not/was only occasionally available.

Aufenthaltsräume
- the equipment in the Recreation Room/Games Room/TV Room was broken/ incomplete.
- the use of the equipment had to be paid for as an extra.
- the Recreation Room/... was/were permanently/often locked/could not be used before/after ... o'clock.

Essen
- the food/tea/coffee was/were (often) cold/of low quality.
- portions were too small so that many people had to buy additional food.
- the automatic vending machines did not work/function properly/were often empty.

Allgemeine Bedingungen
- a number of services which we took to be included in the price had to be paid for as extras, although this is not made clear in your information leaflet/ brochure/letter.
- your information leaflet/... leaves out important/relevant facts/considerations that one needs to know in advance for planning/costing purposes/to plan/cost realistically.
- your information leaflet/... makes claims which prove to be exaggerated/too optimistic/misleading.

I am sure you will understand that as the organizer I have a responsibility not only to the members of my party, but also to their parents who paid for the trip

and to teachers/colleagues who may wish to make use of your services in the future. On the basis of our experience, I certainly could not recommend your accommodation/food/services as being (good) value for money/being up to standard.
I do hope, therefore, that you will take our well-meant criticisms into account, and accept them in the positive spirit in which they are made.
Before closing, I certainly wouldn't like to leave the impression that we are critical of everything we experienced at (*Unterkunftsort*)/in (*Stadt*)/in Britain. On the whole and apart from the points I have (specifically) mentioned above, a (large) majority of the party/pupils seem to have had an enjoyable and useful trip.

Yours sincerely,
(...)
Johannes Braun, Tutor/Organizer

h. Dankesbrief

Dear Mr/Mrs (*Name*),

I would like to thank you again for all your help and kindness during our stay in (*Stadt*), which added so greatly to our enjoyment of the trip. The accommodation was all we had hoped for, and I certainly won't hesitate to recommend colleagues planning similar trips to get in touch with you.
With many thanks, and best/warmest/kindest regards, also to your staff/also to Harry/Margaret/...
Yours sincerely,
Yours,
(...)

2. Gruppenausflüge, Besuche usw.

a. Einfache Anfrage

Dear Sirs,

We are planning to visit (*Ort*) with a group of (*Zahl*) German VIth Form pupils between (*Datum*) and (*Datum*) this/next year.
While we are there, we would like to visit (*Ausflugsziel*), and in this connection I/we would be grateful/glad if you could let us have all necessary details about your group rates, opening times, etc. Thank you for your trouble, and I/we look forward to hearing from you.

Yours faithfully,
(...)
Petra Schwarz, Tutor/Organizer

b. Buchung mit Bestätigung von Angaben

Dear Sirs,
Thank you for your letter dated (*Datum*) containing details of your group arrangements.
This is to confirm the details given in my/our inquiry and to book a visit to (*Ausflugsziel*) for (*Uhrzeit*) on (*Datum*).
Thank you for your help, and we are looking forward to our visit.

Yours faithfully,
(...)
Petra Schwarz, Tutor/Organizer

c. Nachträgliche Änderung der Angaben

Dear Sirs,

I refer to my booking dated (*Datum*).

Termin
Owing to changes at this end, the details I/we gave you are no longer accurate. We would now like to come to (*Ausflugsziel*) on (*Datum*), arriving (as before) at (*Uhrzeit*).

Zahl der Besucher
Owing to changes here, the group will now comprise (*Zahl*) persons and not (*Zahl*) as originally indicated.
Unless we hear otherwise within the next fourteen days or so, we will assume that these changes are in order.
Thank you for your trouble, and we apologize for any extra work we may have caused.

Yours faithfully,
(...)
Petra Schwarz, Tutor/Organizer

d. Stornierung einer Buchung

Dear Sirs,

Further to our confirmation dated (*Datum*), I am/we are sorry to have let you know that owing to changes in our plans we must cancel our proposed visit to (*Ausflugsziel*) on (*Datum*).
Thank you for your trouble, and we regret the necessity for this cancellation. Perhaps some other time!

Yours faithfully,
(...)
Petra Schwarz, Tutor/Organizer

e. Diverse Beschwerdebriefe

Dear Sirs, (*Organisation, z.B. ein Museum oder Theater*)
Sir, (*eine Person, deren Namen Sie nicht kennen*)

Hinweis: Man könnte meinen, daß es zwecklos sei, einen Beschwerdebrief an beispielsweise ein Museum zu richten, wo normalerweise sowieso kein Eintritt verlangt wird. Andererseits ist eine Besserung in der Regel nur durch Beschwerden zu erwirken. Oft haben die Verantwortlichen nur wenige Möglichkeiten, ein Problem zu erkennen, wenn sie nicht darauf hingewiesen werden. Wo Eintritt bezahlt werden muß, kann eine Beschwerde dazu führen, daß zumindest ein Teil des Eintrittsgeldes erstattet wird. Der nun folgende Brief kann natürlich nicht alle möglichen Anlässe behandeln. Die häufigsten sind jedoch hier aufgeführt.

On (*Datum*) I visited (*Name der Institution/Organisation*) with a party of (*Zahl*) German pupils/VIth Formers, and we were (very) disappointed to find ...

Theater, Kino, Konzertsaal, usw.

- the programme had been changed at short notice and without the possibility of getting a cash refund because the tickets had been bought at (special) group rates.
- our reserved seats were (partly) already occupied, although we arrived at the theatre/... in good time.
- our seats were not together/were widely separated/scattered, which made supervision difficult.
- the wrong number of/too few seats had been allocated to our group, which meant that some people could not see the performance/had to accept less favourable seats elsewhere in the theatre/...
- the programme lasted longer than advertised/started late, which meant we had to leave early to catch the last bus/tube to get back to our accommodation/youth hostel before locking-up time.
- (*Zahl*) of the seats allocated to us were in a lower price bracket than those reserved and paid for.
- some members of our – non-English-speaking – party could not see the stage clearly/hear properly, although we asked especially for seats in the middle of the auditorium to help understanding.

Führungen

- the guide spoke so fast and indistinctly that many/some people were unable to follow him (which may have led to some restlessness/lack of attention/poor behaviour).
- the tour was sometimes/often too detailed/technical/exhaustive, which led to boredom and hence some noisiness/inattentiveness/lack of interest/indifference/apparent rudeness/... .

- the guide/those in charge over-reacted when some/a few pupils/members of my party became (rather) restless/noisy/... (partly through boredom/frustration caused by language difficulties). (Members of staff who come into contact with young people as part of their duties, should react (in such situations) with understanding and good humour, particularly where foreign parties/non-native speakers are concerned.)
- the guide/the member of staff concerned reprimanded some pupils (very) severely instead of calling one of the supervising teachers/instead of drawing the matter to the attention of one of the supervising teachers.

(In view of this, I wish to claim a full refund/a refund/rebate of half of the cost of the tickets, which amounted to £/DM (*Betrag*), and I would be glad/grateful if you could let me have an international money order for this amount/sum.)
I hope you will take/accept this/these criticism/criticisms in the spirit in which they are sent, and that it/they will help you to provide a better/an even better service in the future.

Yours faithfully,
(...)
Johannes Braun, Tutor/Organizer

f. Dankesbrief

Dear Sir/Sirs,

As someone who doesn't mind making a fuss when things go wrong, I find it a (real) pleasure to write and thank you (very much) for our interesting visit to ... on (*Datum*). Everyone enjoyed themselves very much/a lot/immensely/enormously, and it was indeed one of the highlights of our stay in Britain/(*Stadt*). I'll certainly not hesitate to recommend ... to colleagues who may organize similar trips to Britain/to friends and acquaintances who may visit your area in the future.
Once again, many thanks for an enjoyable experience.

Yours faithfully,
(...)
Johannes Braun, Tutor/Organizer

3. *Individuelle Besuche*

Tip: Am leichtesten ist es, Ferienwohnungen und -häuser aus einem Katalog in Deutschland zu wählen. Dies ist aber auch die weitaus teuerste Methode: bis zu 40% teurer als vor Ort. Diese 40% gehen an die Agentur, die die Wohnungen

bzw. Häuser vermittelt. Sie gehen eben nicht an den Besitzer der Häuser, um eine verbesserte Qualität zu ermöglichen. Deshalb empfehlen wir den Weg der direkten Verhandlung. Anschriften sind zuhauf in Zeitungen wie *The Observer*, *The Guardian*, *The Sunday Times* und *The Times*, besonders in den Monaten Januar bis April, zu finden. Sie können diese Zeitungen bei den Internationale-Presse-Kiosken an größeren deutschen Bahnhöfen problemlos erhalten.

a. Anfrage über Ferienwohnungen, -häuser

Dear Sir or Madam,
Dear Mr/Mrs (*Name*),

Verkehrsvereine, Immobilienagenturen vor Ort
I would be glad/grateful if you could let me have details of self-catering holiday flats and houses in (*Ort/Region*) that can sleep up to (*Zahl*) people and are available between (*Datum*) and (*Datum*) this/next year.

Privatperson
In answer to your advertisement in the *Observer/The Times/...* of (*Datum*), I would be glad/grateful if you could let me have full details of the self-catering holiday cottage/flat/house you wish to let in (*Ort*). We are interested in finding such accommodation for (*Zahl*) people during (the month of) (*Monat*)/between (*Datum*) and (*Datum*) this/next year.
Thank you for your trouble, and I look forward to hearing from you.

Yours faithfully,
Yours sincerely,
(...)

b. Einfache Buchungsbestätigung, Ferienwohnung, -haus

Dear Sirs,
Dear Mr/Mrs (*Name*),

Verkehrsvereine, Immobilienagenturen vor Ort
Thank you for your letter dated/of (*Datum*) enclosing details of self-catering accommodation in (*Ort*).
On the basis of the information you provide, we would like to book the cottage/flat/house for (*Zahl*) at (*Anschrift*) from (*Datum*) to (*Datum*). Should the accommodation no longer be available between these dates, then the fourteen days (*Datum*) to (*Datum*) would be an alternative.
In accordance with your terms, I enclose a cheque for (*Betrag*), being (*Zahl*)% of the total rent.

Privatperson
Thank you for your reply to my letter dated/of (*Datum*).

The cottage/flat/house you advertised seems to meet our needs and we would therefore like to book it for the two/three/... weeks (*Datum*) to (*Datum*). Should it no longer be available for this period, then we could come from (*Datum*) to (*Datum*) instead.
As requested in your letter, I enclose a cheque to the value of (*Betrag*), this being (*Zahl*)% of the total rent/this being one week's rent.
Thank you for your trouble, and we are already looking forward to our holiday in (*Ort*).

Yours faithfully,
Yours sincerely,
(...)

c. Zimmerreservierung, Hotel

Dear Sirs,

I would be glad/grateful if you could reserve a single/double room with bath/a double room with child's/third bed and private bathroom for the night of (*Datum*)/for the two/three/... nights (*Datum*) to (*Datum*).
Perhaps you would be kind enough to confirm this reservation.

Yours faithfully,

(...)

d. Anfrage über längeren Hotelaufenthalt mit Voll- bzw. Halbpension

Dear Sirs,

With reference to your advertisement in the Scottish Tourist Board's/...'s publication (*Titel*), please send me full details of longer holiday stays at your hotel for two/three/... people with breakfast and evening meal/with full board. We would propose to come to (*Ort*) between (*Datum*) and (*Datum*) this/next year.
Thank you for your help, and we look forward to hearing from you shortly.

Yours faithfully,
(...)

e. Buchungsbestätigung, längerer Hotelaufenthalt

Dear Sir/Madam,
Dear Mr/Mrs (*Name*),

Thank you for your offer of accommodation for two/three/four/... people with breakfast and evening meal/with full board at (*Name*) Hotel for the two/three weeks (*Datum*) to (*Datum*) this/next year/ 19...

I would now like to confirm reservation of the accommodation as described in your letter/leaflet.
Thank you for your trouble, and we are already looking forward to our stay in (*Ort*).

Yours faithfully,
Yours sincerely,
(...)

f. Das swapping-Verfahren
Anzeigetext

> German couple (teachers) with *(Zahl)* (young/teenage) children and 2-/3-bed flat/house in *(Ort)* would like to exchange/swap for similiar in *(Urlaubsort)* during *(Monat)*/ from *(Datum)* to *(Datum)*.
> Box No. ...

Antwort auf Anzeige

Dear Advertiser,

We read with interest your advertisement in the *Times Educational Supplement/ Observer/Sunday Times/...* of (*Datum*), in which you offer your flat/house in (*Ort*) during July/August/.../between (*Datum*) and (*Datum*) for similar accommodation in the Black Forest/in the German Alps/on the Baltic coast/on Sylt/... on a swapping basis.
I am a German teacher of English/We are German teachers of English, and we would be (very) interested in looking into the possibility of swapping accommodation during our school holidays. Our own flat/house is situated in (*Ort*)/in the Alps/the Black Forest/the Harz/the Luneburger Heide/on the Mosel/Rhine/.../on the Baltic coast/on the North Sea/on the island of .../... and is comfortably furnished and equipped with all the usual household equipment and gadgets. (It also has a garage and good-sized/small garden.)
Our school holidays are from (*Datum*) to (*Datum*) in 19.../next year, and we could only make a swap during this period. We hope that you are able to fit in with these dates.
For our part, we would very much like to find suitable quarters in East Anglia/in North Wales/in Southern Ireland/in South-West England/in the Lake District/in the Highlands/on the South Coast of England/...

As we have one/two/... child/children of ten/.../of six/... and nine/.../between eight/... and fourteen/..., so we would need at least ... bedrooms. Could you let us know if you would be interested in doing a swap between the above dates? If so, perhaps you would give us some details of your own flat/house and its location. Looking forward to hearing from you, and we hope that we can make some mutually satisfactory arrangement.

Yours sincerely,
(...)

4. *Briefe in Zusammenhang mit Schüleraustausch, Schulpartnerschaften, Brieffreundschaften etc.*

Schul- und Schülerpartnerschaften kann man am günstigsten über eine Städtepartnerschaft (*twinning arrangement*) in die Wege leiten. Man kann dann zumindest eine Kontaktstelle anschreiben, die einen Brief gezielt weiterleiten kann.
Wenn diese Möglichkeit nicht besteht, dann können Sie Ihren Brief entweder an die Schulbehörde oder, vor allem in kleineren Ortschaften, an die örtliche *secondary school* richten. Beispiele dieser beiden Möglichkeiten sind in den Musterbriefen enthalten.
Vergessen Sie dabei nicht, daß gerade britische Lehrer nicht nur außerordentlich schlecht bezahlt werden, sondern auch zur Zeit wegen der Einführung des *National Curriculum* extrem überbelastet sind. Seien Sie deswegen nicht zu verärgert und enttäuscht, wenn Sie gar keine Antwort auf Ihren Brief bekommen. Eine sinnvolle Überlegung ist, ob man nicht besser mit einer Privatschule (*independent school*) zusammenarbeiten könnte. Gerade in den modernen Sprachen sind die Privatschulen meist mehr interessiert, und der Lehrkörper ist auch weniger belastet. Anschriften, Hilfe und Unterstützung kann man vom *Independent Schools Information Service* erhalten. (Sehen Sie bitte Musterbrief d. unten.)

a. Brieffreundschaften, -partnerschaften

Director of Education
Education Department
County Hall
NORWICH

Dear Sir,

I would be very grateful if you could arrange to pass this letter on to the head of modern languages at a suitable secondary school in your area. Many thanks for your help.

Dear Colleague,

This letter has been passed on to you by your area education department.
May I introduce myself? My name is Petra Schwarz/..., and I am an English teacher at the Fritz-Steinhoff-Gesamtschule in Hagen/... At present I am teaching 13 to 16-year-olds with between 2 and 5 years of English. Several of my pupils would like to have penfriends in Britain, and I thought that you might be willing to help them find a suitable partner among your own pupils.
So as to save a bit of time, I hope you don't mind my telling you about my most "pressing case"/about my two/three/... most "pressing cases" without further ado.

Hinweis: Im Grunde gibt es zwei Möglichkeiten, wie man an dieser Stelle weiter verfahren kann: Sie können eine Kurzbiographie des Schülers einschließlich Anschrift geben. Der britische Kollege wird gebeten, dies an einen geeigneten Schüler weiterzuleiten. Es bleibt dann dem britischen Schüler überlassen, ob er die Sache weiter verfolgt oder nicht. Sie können eine Kurzbiographie Ihres Schülers ohne seine Anschrift geben. Der britische Kollege wird gebeten, Ihnen den Namen und die Anschrift eines geeigneten Partners zu schicken. Der deutsche Schüler kann dann den ersten Brief schreiben.
Die Erfahrung zeigt, daß die zweite dieser beiden Möglichkeiten eher zum Erfolg führt, da die Initiative weitgehend bei dem deutschen Schüler bleibt.

Claudia Schmitz, 14. Interests: gymnastics, music, animals; member of school orchestra (flute); English fair; possibility of developing pen-friendship into full exchange.
Olaf Vogel, 16. Interests: theatre, computers, cooking, politics; acts in school drama group; intends to stay on at school; main subjects: English, Computer Science (*Informatik*); hopes to go to university and study Management Sciences (*Betriebswirtschaft*); English very good. Address: Buchenweg 11, D-5800 Hagen-Boele.
Perhaps you would be kind enough to find a suitable girl pupil for Claudia and let me know her address. Claudia would then write to her immediately.
Perhaps you would be kind enough to pass Olaf's details and address on to someone that you think would make a suitable partner for him. Olaf would answer any letters he gets at once. I really would be very grateful for any help you can give me.

Yours sincerely,
(...)

b. Schüleraustausch

Head of Modern Languages
Bishop's School
BARKING
Essex

Dear Colleague,

May I introduce myself? My name is Johannes Braun/..., and I am an English teacher at the Schiller-Gymnasium in Witten/..., a medium-sized industrial town situated in a pleasant part of the Ruhrgebiet just south of Bochum.
At present I am teaching 15- to 17-year-olds with between 4 and 6 years of English.
A number of my pupils and their parents have asked me to help them find exchange partners in Britain, and I thought that you as a Barking language teacher might be willing to try and find them a suitable partner from among your own pupils.
The British partner could come to Germany during either the Easter or summer holidays, or vice versa, and the return visit could be made during the next following holiday, as appropriate. That is, of course, a matter for the families.
My two most "pressing cases" are Claudia Schmitz, 15, and Olaf Vogel, 17. Both Claudia and Olaf would like to find a partner as soon as possible so that the first exchange can take place this/next Easter/summer.
Claudia Schmitz, 15. Interests: gymnastics, music, riding, travel; member of school orchestra (flute); English fair to good; father self-employed, mother housewife and looks after office; one sister, 12, and brother, 10; detached house with garden in pleasant part of town; guest could have own room; possibility of going on holiday with family in summer (Austria). Claudia has an open, sunny nature and a wide circle of friends.
Address: Kastanienallee 27, D-5810 Witten 4 (Bommern)
Olaf Vogel, 17. Interests: theatre, computers, cooking, politics; acts in school drama group; doesn't like pop music, discos etc.; VI Form, main subjects: English, Computer Science (*Informatik*); wants to study Management Sciences (*Betriebswirtschaft*); English very good; father civil servant, mother secretary; only child; flat in block on edge of town; guest would share room with Olaf; boys must be able to amuse themselves as both parents work fulltime. Olaf is fairly quiet and gets on better with a small circle of good friends than in a crowd.
Address: Buchenweg 11, D-5810 Witten 6 (Annen).
Perhaps you would be kind enough to pass Claudia's and Olaf's details and addresses on to suitable exchange partners among your own pupils or acquaintances. They would answer any letters they get at once as they are both very keen to find partners as soon as possible. Alternatively, you could send me the details

and addresses of suitable partners, and we would then pursue the matter further from this end.
It is not necessary that the British partners are learning German, though this would, of course, make any exchange arrangement all the more worthwhile for both families.
I know that this call for help will cause you some work, but we really would be very grateful for any help you can give us. I'm sure you agree that such exchanges should be encouraged as much as possible.

Yours sincerely,
(...)

c. Schulpartnerschaften

The Head Teacher
Bourton Vale School
BOURTON-ON-THE-WATER
Gloucestershire

Dear Colleague,

My name is Klaus Kogelheide/..., and I am an English teacher at the Gesamtschule Hardenstein/... in Witten/..., a medium-sized industrial town situated in a pleasant part of the Ruhrgebiet just south of Bochum.
We have received your name from (*Name*), a former pupil of your school/from (*Name*), a former teacher at your school/from your area education department/from an advertisement for staff that you recently placed in the *Times Educational Supplement*/the *Guardian Education Supplement*/from the British Consulate General in Düsseldorf/from the school exchanges section of the North Rhine Westphalian education ministry/from our area education authority in Arnsberg/...
At a recent meeting of the English department at our school it was decided that we should arrange a school partnership with an equivalent/suitable school in Britain. This decision has now been endorsed by the entire staff and by the PTA.
The Gesamtschule Hardenstein is a comprehensive high school with its own VIth Form. It at present has a roll of (*Zahl*) pupils and a staff of (*Zahl*) teachers. The school's catchment area is largely residential, being made up of owner-occupied property and good quality rented accommodation.
We are very anxious indeed to fix up a partnership, which we feel would be of great benefit to both schools. (This is particularly so in times of growing European integration.)
If you see any possibility of entering into discussions with us about such an arrangement, please get in touch with me. We really are very keen. Alternatively, you may know of a school in the West Midlands/... or elsewhere that might be

interested. With many thanks for your trouble and help, and we are already looking forward to hearing from you.

Yours sincerely,
(...)

d. Anfrage über Privatschulanschriften

ISIS
Independent Schools Information Service
26 Caxton Street
London SW1H 0RG

Dear Sirs,

School twinning: Addresses of independent schools

The Gymnasium Petrinum is a largish grammar school situated in the market town of Brilon in the eastern part of the Sauerland in North Rhine Westphalia. At the last meeting of the English department at the school it was decided that we should arrange a school partnership with a suitable school in Britain. This decision has now been endorsed by the entire staff and by the PTA.
The Gymnasium Petrinum is a grammar school with a flourishing VI Form. At present we have a roll of (*Zahl*) pupils and a staff of (*Zahl*) teachers. The school's catchment area is rural, extending over an area of (*Zahl*) square kilometres.
We are very anxious indeed to fix up a partnership, which we feel would be of great benefit to both schools. (This is particularly so in times of growing European integration.) We have been advised that you may be able to help by providing us with the addresses of suitable/equivalent schools from the independent sector. According to our information, such schools are likely to have a stronger tradition of modern language teaching, and hence have a greater need for contact with foreign schools, than is generally the case among many state schools. If you see any possibility of helping us make contact with potentially interested schools, we really would be very grateful indeed.
With many thanks for your trouble and help, and we are already looking forward to hearing from you.

Yours sincerely,
(...)

Kapitel 10: Informationen und Tips für Klassenfahrten und Studienreisen nach Großbritannien

In den siebziger Jahren war Großbritannien, zumindest für Deutsche, sehr preisgünstig. Unterkunft und Essen waren sowieso merklich billiger, und ein günstiger Wechselkurs hat die Preise für Markzahler weiter vermindert.
In den achtziger Jahren hat sich die Situation stark verändert. Heute hat sich Großbritannien dem Preisniveau der EG weitestgehend angepaßt. Die Preise sind durchweg mit den Preisen in Deutschland zu vergleichen. Leider sind Unterkunft, Essen und Getränke häufig sogar teurer als in Deutschland, bei einem oft niedrigeren Qualitätsniveau – also "more for less". Dies gilt vor allem für die meisten Jugendherbergen und für Gastronomiebetriebe der mittleren Preisklasse.
Diese ungünstige Entwicklung hat dazu geführt, daß viele Lehrer, die Schülergruppen nach Großbritannien bringen wollen oder sollen, erhebliche Schwierigkeiten haben, innerhalb ihres von der Schulkonferenz bestimmten Budgets zu bleiben.

Ist ein Englandaufenthalt überhaupt möglich?
Ja, aber man sollte den Aufenthalt äußerst sorgfältig planen unter besonderer Berücksichtigung der Preisgestaltung. Insofern verlangt eine Studienreise nach England einen verhältnismäßig großen Einsatz seitens des Lehrers und die Bereitschaft, eventuell ungewöhnliche Wege zu gehen.

Wie lange soll der Aufenthalt dauern?
Studienfahrten dauern meistens bis zu acht Tagen. Eine Möglichkeit, einen Englandaufenthalt erschwinglich zu machen, ist, die Länge der Fahrt auf sechs Tage mit fünf Übernachtungen zu kürzen.

Wahl des Reiseziels
Man sollte versuchen, erstens so wenig wie möglich für die Hin- und Rückfahrt auszugeben und, zweitens, mit dem eigenen Bus zu fahren. Aus diesem Grund haben wir hier absichtlich Reiseziele gewählt, die geographisch von Deutschland aus leicht zu erreichen sind. Leider kommt bei Schülerfahrten eine Reise nach Irland oder Schottland allein wegen der Fahrtkosten nur selten in Frage. (Dies ist übrigens anders zum Beispiel bei VHS-Gruppen, die meistens über bessere finanzielle Möglichkeiten verfügen.) Die hier vorgestellten Reisen führen also alle in die südliche Hälfte Englands und liegen je nachdem in der Nähe des Seehafens Dover bzw. Felixstowe/Harwich.

Hin- und Rückfahrt
Wie bei Flugpreisen sind auch Fährpreise niedriger in Großbritannien als in Deutschland. Ein – für Markzahler – günstiger Wechselkurs erhöht den relativen Preisvorteil. Deswegen sollte mindestens überlegt werden, ob es nicht sinnvoller wäre, das Fährticket in England zum Gruppentarif "direkt" gegen Pfund zu bestellen.

Die Bezugsquellen sind wie folgt:

Sealink UK Ltd
Group Reservations Section
163/203 Eversholt Street
LONDON NW1 1BG

P&O European Ferries Ltd
Group Reservations
Channel House
Channel View Road
DOVER, Kent
CT17 9TJ

Sally Line
Group Reservations
The Argyle Centre
York Street
RAMSGATE, Kent
CT11 9DS

North Sea Ferries
Group Reservations
King George Docks
Hedon Road
HULL, Humberside
HU9 5QA

Das Five-Day-Miniticket
Unter Umständen könnte man auch eine Reduzierung der Kosten für die Hin- und Rückfahrt dadurch erzielen, indem man ein *5-Tage-Miniticket* wählt. Das Miniticket ist etwa 30% billiger als normal, vorausgesetzt, daß man sich nicht länger als fünf Tage auf der Insel aufhält. Sollte man den Abreisetermin verpassen, muß die Preisermäßigung nachgezahlt werden. Alle Reedereien bieten solche Minitickets an. Diese Möglichkeit ist übrigens überlegenswert, wenn man eine Fahrt nach Canterbury und Süd-Ost-England plant.

Wahl der Unterkunft
Zweitens sollte man eine Unterkunft außerhalb Londons wählen, denn die Preise in London sind erheblich höher als anderswo. Außerdem ist es streßfreier, außerhalb Londons zu wohnen und gegebenenfalls Tagesfahrten dorthin einzuplanen. Aus landeskundlichen Überlegungen ist der Wert einer Fahrt allein nach London ohnehin sehr zu bezweifeln. Wer England wirklich kennenlernen will, ist sicherlich außerhalb Londons, das in vieler Hinsicht einen absoluten Ausnahmefall darstellt, besser untergebracht.

Wahl von Ausflugszielen
Man sollte Ausflugsziele sorgfältig heraussuchen. Trotz der Reduzierung – oder gar Streichung – der staatlichen Subventionierung von Museen und anderen

kulturellen Einrichtungen während der achtziger Jahre sind Museen im Staatsbesitz, *National Trust*-Häuser und kirchliche Einrichtungen merklich billiger als Privateigentum, wie zum Beispiel Leeds Castle in Kent oder Woburn Abbey in Bedfordshire. Generell jedoch hat die Einführung von marktwirtschaftlichen Ideen auch in der Touristikindustrie zu einer erheblichen Preissteigerung geführt. Um diese Preissteigerung abzufangen, bleibt einem Fahrtenleiter wenig übrig, außer einer Umgestaltung oder gar Kürzung seines Programms.

Ausnutzung von Gruppentarifen
Auch in England sind ermäßigte Preise für Schülergruppen und Studenten fast immer zu bekommen. Je nach Größe und Zusammensetzung der Gruppe kann dies bis zu 50% des Eintrittspreises ausmachen. Es ist aus diesem Grund auch empfehlenswert, vor der Fahrt einen *International Student's Pass* anzuschaffen. Der *Pass* kann in Deutschland gegen Vorlage des Schülerausweises bei jeder Universität oder Gesamthochschule kostenfrei erworben werden.

Verpflegung
Ob man eine Unterkunft mit Frühstück und Abendessen (*breakfast and evening meal*) oder nur mit Frühstück nimmt, hängt davon ab, wie man das Tagesprogramm gestalten will. Viele Fahrtenleiter verzichten jedoch auf das Abendessen, und zwar aus dreierlei Gründen: Erstens wird man dadurch terminlich gebunden, eine Tatsache, die die Gestaltung des Tagesprogramms erschwert. Zweitens ist das Risiko, daß die Qualität des Essens deutschen Vorstellungen nicht entspricht, relativ groß. Drittens sollten die Teilnehmer/-innen so viel Gelegenheit wie möglich bekommen, verschiedene Aspekte des Gastlandes kennenzulernen und ihre Englischkenntnisse anzuwenden.
Wenn man aber auf das Abendessen verzichtet, bleibt die Frage nach Alternativen. Es gibt in England viele indische, chinesische, italienische und griechische Restaurants, die qualitätsmäßig durchaus mit dem Angebot in Deutschland zu vergleichen sind. Vor allem ist die indische und chinesische Gastronomie sehr zu empfehlen. Auch hier jedoch sind bedeutende Preissteigerungen zu erkennen. Eine Rechnung von umgerechnet 30 DM ist keine Seltenheit, sogar für ein relativ einfaches Essen. Aus diesem Grund sind die meisten Schüler auf *fast food, pub grub, fish and chips* und *self-service restaurants* – zum Beispiel in Kaufhäusern – angewiesen.

– *Fast food*: Amerikanische *fast food*-Restaurants sind in England weiter verbreitet als in Deutschland. Außer *McDonald's* gibt es unter den Hamburger-Restaurants auch *Burger King* und *Wimpy* sowie zusätzlich auch viele *Pizza Hut*- und *Kentucky Fried Chicken*-Filialen. All diese *fast food*-Restaurants sind mit ähnlichen Lokalen in Deutschland im Hinblick auf Preis und Essen zu vergleichen.

- *Pub grub*: Eine sehr positive Entwicklung in der britischen Gastronomie ist die rasche Verbreitung von *pub grub* (*grub*: sl. food). Das Angebot reicht von dem einfachen *Ploughman's Lunch* (Weißbrot mit Käse und Pickles) oder Sandwiches über *Baked Potato* mit verschiedenen Füllungen bis hin zu *Shepherd's Pie* und anderen Fleischgerichten. Die Preise sind im Vergleich mit Restaurants niedrig bei einer oft großzügigeren Portionierung. Auch vom landeskundlichen Aspekt her ist *pub grub* zu empfehlen. Seit der Reform der Ausschankstunden (*licensing laws*) sind viele Pubs, besonders in den Stadtzentren, auch nachmittags geöffnet.
- *Fish and chips*: Das traditionelle "Arbeiteressen" der Briten war einmal *fish and chips*. Im Laufe der letzten 20 Jahre haben viele *fish and chip shops* geschlossen, teils wegen der Konkurrenz der amerikanischen *fast food*-Industrie und teils wegen der enormen Steigerung der Fischpreise. Fisch ist gar nicht mehr so billig, wie er einmal war, und die Tage, als man sich bei einem *fish and chip shop* für wenig Geld satt essen konnte, sind längst vorbei. Trotzdem ist – auch landeskundlich – *fish and chips* eine durchaus interessante Variante.
- *Self-service restaurants*: Genau wie in Deutschland gibt es gutgeführte *self-service restaurants* in den meisten Kaufhäusern. Von der Preisgestaltung her sind diese Restaurants erheblich günstiger als normale Restaurants. Das Essensangebot ist vergleichbar mit dem in Deutschland.

Weitere Möglichkeiten sind:

- *Snack Bars*, *Transport Cafés*: In England gibt es viele einfache *snack bars* und *transport cafés* (Fernfahrer-Raststätten), wo man auch sehr preisgünstig essen kann. Die Qualität dieser Lokale ist äußerst unterschiedlich, obwohl die *transport cafés* in den letzten Jahren viel besser geworden sind. Häuser der Ketten *Happy Eater* und *Little Chef* sind an fast allen Fernstraßen vertreten. Besonders die Cafés, die der *Les Routier*-Kette angehören, sind auf jeden Fall empfehlenswert.
- *take away*: Die *take away*-Bewegung hat ihren Ursprung in den *fish and chip shops*. Man kauft das Essen in einer Isolierpackung (allerdings viel Abfall) und ißt es außerhalb des Lokals. *Take away shops* jeglicher Art sind in Großbritannien viel weiter verbreitet als in Deutschland. Der Preisunterschied zwischen einem Restaurantessen und einem *take away* ist auch erheblich größer, als es hierzulande der Fall ist.
- *buy and lie*: Wenn das Wetter gut ist, sieht man viele Menschen, häufig halb liegend, in den Parks und auf Grünflächen beim Essen. Sie haben das Essen in *health shops*, *salad bars* oder von der *ready-to-eat counter* (Heißtheke) eines

Supermarktes oder Fleischers gekauft, um es als Picknick zu verzehren. Die Erfahrung zeigt, daß *buy and lie* gerade unter deutschen Schüler/-innen beliebt ist. Auch hier besteht allerdings das Problem des vielen Mülls.

Wichtiger Hinweis: Während der letzten Zeit gibt es zunehmend viele Pressemeldungen über Vergiftung durch warme Lebensmittel, die an der *ready-to-eat counter* im Supermarkt gekauft wurden. Diese Entwicklung gilt vor allem für *hot pies* (etwa "warme Pastete") mit einer Fleischfüllung. Ob die Zahl der Vergiftungen wirklich gestiegen ist, bleibt äußerst umstritten. (Wie so oft behauptet die Lebensmittelindustrie, daß das gegenwärtige Medieninteresse eher auf eine hochgejubelte Überempfindlichkeit in Umweltfragen zurückzuführen ist.) Eine Sache scheint jedoch unumstritten. Wenn eine solche Vergiftung vorkommt, wird sie dadurch verursacht, daß fleischhaltiges Essen mehrmals aufgewärmt wird und dann auf einer relativ niedrigen "*ready-to-eat*-Temperatur" über längere Zeit – manchmal sogar über Nacht – warmgehalten wird.
Unsere Empfehlung: Lassen Sie *ready-to-eat*-Essen im Fachgeschäft – also nicht im Supermarkt – kaufen. Legen Sie es den Schülern/-innen nah, daß die absolute Grundregel HEAT, BUT DON'T REHEAT gerade bei Fleischgerichten einzuhalten ist.

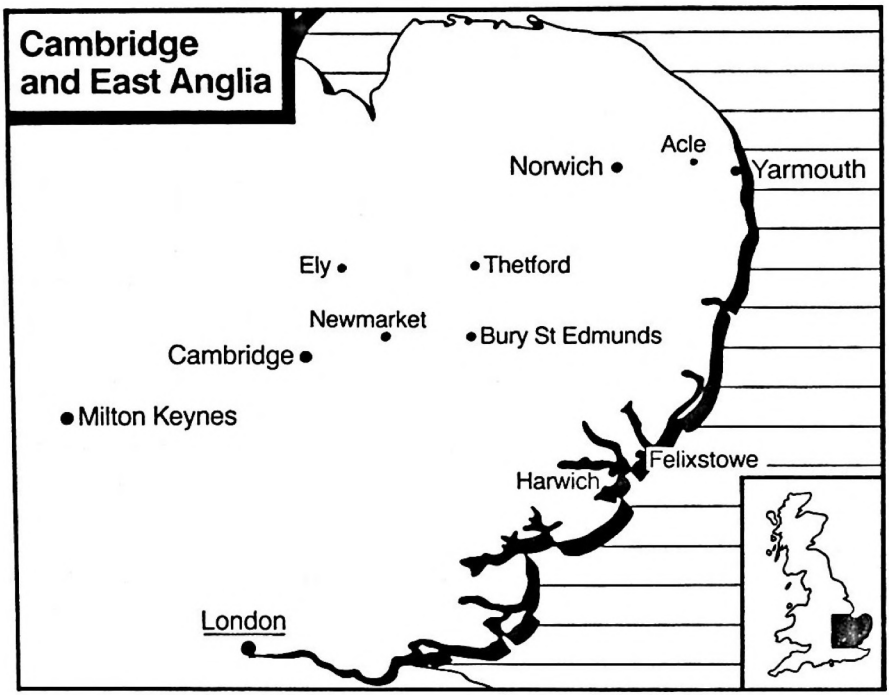
Zwei Studienfahrten in Umriß

1. *Cambridge and East Anglia*

Cambridge als Ziel einer Studienfahrt

Die Vorteile

- Bei einer Bevölkerungszahl von etwas mehr als 100.000 Einwohnern ist Cambridge klein genug, um überschaubar zu bleiben, und gleichzeitig groß genug, um ein interessantes und vielfältiges Freizeitangebot gestalten zu können.
- Die Stadtmitte und das *College*-Viertel sind räumlich extrem kompakt. Man kann die Stadt und Universität leicht zu Fuß erforschen.
- Wegen der Universität ist das kulturelle Angebot, auch hinsichtlich *music pubs*, *arts cinemas*, *jazz cellars* usw., erheblich größer als das einer gewöhnlichen britischen ländlichen Mittelstadt.
- Von Cambridge aus ist London leicht per Bahn (etwa eine Stunde) oder *express coach* (etwa eineinhalb Stunden) zu erreichen.
- In der Nähe der Stadt gibt es eine Reihe von interessanten Ausflugszielen (s. Tagesprogramm unten).
- Obwohl Cambridge vor allem als Universitätsstadt weltbekannt ist, ist sie auch ein wichtiges *high-tech*-Zentrum und eine beliebte Einkaufsstadt für das



umliegende landwirtschaftliche Hinterland. Cambridge bietet also nicht nur "Geschichte und alte Gebäude".

- Auch wegen der Studentenpopulation ist Cambridge relativ preisgünstig. Dies gilt vor allem für das Freizeitangebot.
- Zwischen Ende Mai und der zweiten Oktoberwoche sind die Studenten *down*, d.h. in Ferien. Zu Beginn des deutschen Schuljahres ist Cambridge also verhältnismäßig leer. Wenn möglich, sollte man jedoch den Monat September wählen. In der Hochsaison (Juni bis August) ist Cambridge von Touristen ziemlich überfüllt.
- Das Wetter Ostenglands ist viel trockener und stabiler als in allen anderen Regionen des Landes. Der Herbst ist meist besonders reizvoll.

Die Nachteile

- In der Hochsaison ist Cambridge überlaufen, nicht nur von Touristen, sondern auch von Studenten der vielen privaten Sprachschulen der Stadt. Gerade wegen der Sprachschulen ist es extrem wichtig, daß man eine Unterkunft frühzeitig, d.h. bis zu neun Monaten im voraus, reserviert. "Kurzentschlossene" können eine Fahrt nach Cambridge vergessen.

– Von der Bevölkerungsstruktur her ist Cambridge sicherlich etwas einseitig. Es gibt kaum traditionelle Industrie, und die alte Arbeiterkultur Englands fehlt fast gänzlich. Deswegen bekommen die Teilnehmer/-innen ein etwas unvollständiges Bild der Realitäten des britischen Lebens.

Unterkunft

Cambridge YMCA
Gonville Place
CAMBRIDGE

Cambridge Youth Hostel
97 Tenison Road
CAMBRIDGE

Touristeninformation

Tourist Information Centre
City of Cambridge Central Library
Wheeler Street
CAMBRIDGE
CB2 3QB

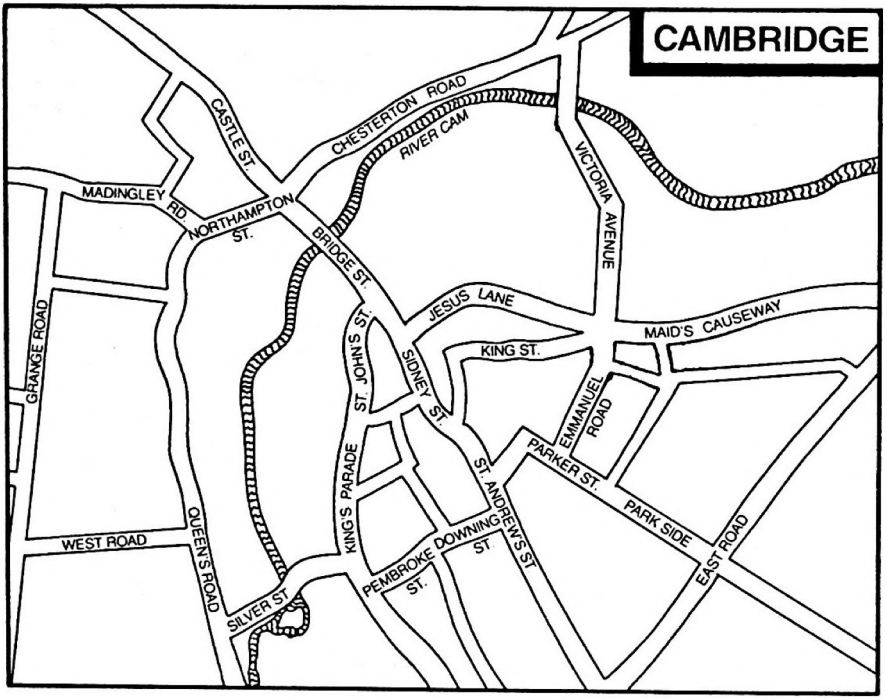
Tourist Information Centre
The Guildhall
Gad Hill
NORWICH
NR2 1NF

Tourist Information Centre
29 St Mary's Street
ELY, Cambs
CB7 4HF

Milton Keynes Development Corporation
Publicity Department
MILTON KEYNES, Bucks

Tagesprogramm

1. Dieses Tagesprogramm wurde während einer tatsächlich durchgeführten Studienfahrt nach Cambridge ausprobiert. Natürlich gibt es mehrere andere Möglichkeiten. Da aber diese Fahrt außerordentlich gut geklappt hat, haben wir sie hier als Beispiel angeführt. Abfahrtsort war Meschede im Hochsauerland.
2. Bei der Planung waren wir bemüht, die Übernachtungskosten so niedrig wie möglich zu halten. Aus diesem Grund haben wir die Mitternachtsfähre bei der Hin- und Rückfahrt benutzt. Die Teilnehmer/-innen schliefen in Schlafsesseln auf der Fähre. Man kommt im Ankunftshafen (hin: Felixstowe, zurück: Zeebrugge) jeweils gegen 7 Uhr morgens an, so daß der gesamte Tag zur Verfügung steht. Bei dieser Regelung war es möglich, fünf wirklich ganze Tage mit vier Übernachtungen in Cambridge zu verbringen.
3. Die Gruppe ist mit ihrem eigenen Reisebus gefahren und der Bus stand während der gesamten Fahrt zur Verfügung, was wir sehr empfehlen können. In Großbritannien ist das öffentliche Verkehrswesen verhältnismäßig teuer und – mindestens was *British Rail* angeht – auch nicht besonders effizient. Eine Ausnahme bildet – immer noch – die *London Underground*.



Tag 1

Vormittags:

ca. 09.00: Ankunft in Cambridge

09.00–10.00: Zimmereinteilung, Auspacken, Einräumen; Einrichtungen des Hauses kennen lernen; Besprechung des Vormittagsprogramms

10.00–13.00: freie Verfügung im Stadtzentrum (Market Place, Lion Yard Shopping Centre, Petty Cury, St Andrew's St, Regent St, ...)
〉 Während dieser Zeit ist es ratsam, das Tourist Information Centre in der Wheeler Street (Seiteneingang, Town Hall, Market Place) aufzusuchen, um Informationen zur Besprechung und Gestaltung der Abendprogramme einzuholen.

Nachmittags:

13.00–13.15: TREFFEN Eingang, Tourist Information Centre; Kurzbesprechung des Programms; 13.30–16.30: King's Parade 〉 Senate House (Universitätsverwaltung) 〉 King's College 〉 King's College Chapel 〉 Trinity St 〉 Trinity College Gate 〉 Trinity Great Quadrangle mit Wren Library 〉 St John's St 〉 St John's College 〉

Bridge of Sighs ⟩ Bridge St mit Bootsverleih und Magdalene College. Zurück über Bridge St ⟩ Sidney St ⟩ St Andrew's St ⟩ Christ's College ⟩ Emmanuel College (von John Harvard, Gründer der Universität Harvard, gebaut)

17.00–18.00: freie Verfügung, je nach Planung mit Abendessen in der Jugendherberge/YMCA

Tag 2

Vormittags:

09.00–13.00: Ely, eine mittelalterliche Stadt an der River Ouse, die bis zu den Landgewinnungsmaßnahmen im 17. Jahrhundert nur über Wasserwege zu erreichen war. Die Entwässerung der *Fens* und die Erstellung von Poldern wurden von holländischen Experten geleitet. Dieser enge Kontakt zu – und die Ähnlichkeit mit – Holland bestehen bis heute, eine Tatsache, die sich in dem Namen des Gebietes *New Holland* widerspiegelt. Obwohl Ely eine angenehme ländliche Kleinstadt ist, ist es ihre einmalige Kathedrale, von St Etheldreda in AD 673 begonnen, die die Stadt weltberühmt macht. Entfernung von Cambridge: 13 km.

Nachmittags:

13.00–14.30: freie Verfügung inkl. Mittagessen, je nachdem in Ely oder Cambridge

14.30–19.00: Saffron Walden mit Audley End; eventuell Thaxted, Finchingfield. Im Mittelalter war East Anglia ein Zentrum der europäischen Schafzucht und des Wollhandels. (Das heute unscheinbare Dorf Worsted in Norfolk gab seinen Namen dem leichten Wollstoff Worsted, der dort erst gewebt wurde.) Saffron Walden und Thaxted sind gute Beispiele der sogenannten *wool towns*. Saffron Walden war ein Zentrum der Farbstoffherstellung (*saffron*: Safran) und Thaxted war ein Handelszentrum für Rohwolle. Beide Ortschaften zeigen mit ihren großen Kirchen, breitflächigen Marktplätzen und Straßenzügen und reichen Kaufmannshäusern ihren vorindustriellen Reichtum. Finchingfield, etwa 10 km von Thaxted entfernt, ist wahrscheinlich das meistbesuchte Dorf East Anglias. Drei km außerhalb Saffron Walden liegt Audley End, sicherlich eines der schönsten Schlösser aus dem 17. Jahrhundert (*Jacobean architecture*). Heute ist das Schloß im Besitz des *National Trust*.

Tag 3

Vormittags:

09.00–10.30: Fahrt nach **Norwich** über **Newmarket** und **Thetford**. **Newmarket** ist fast ausschließlich der Pferdezucht und dem Pferderennen gewidmet. Die Straße nach Norwich führt an zahlreichen berühmten Zuchtbetrieben und Trainings-Geländen vorbei. Kurz vor **Thetford** fährt man durch das Dorf **Elveden**. Elveden stellt ein Beispiel eines privaten Dorfes dar. Solche Dörfer gehören immer noch Großgrundbesitzern und sind meistens außerordentlich gut gepflegt. Thetford ist der Geburtsort von Thomas Paine (1739–1809), Autor von *The Rights of Man* und geistiger Vater der amerikanischen Unabhängigkeitsbewegung. **Thetford Heath**, nordöstlich der Stadt, erinnert an die Lüneburger Heide, auch insofern, daß sie teilweise als militärisches Übungsgebiet mißbraucht wird.

10.30–12.30: **Norwich**, Hauptstadt der Grafschaft Norfolk und größte Stadt East Anglias, war im Mittelalter wegen des Woll- und Getreidehandels die reichste Stadt Englands. Man sollte den Bus auf dem Old Cattle Market in der Nähe des Castles abstellen. Dann wird der folgende Rundgang empfohlen: Castle ⟩ Market mit St Peter Mancroft's (domähnliche Kirche, die größte Pfarrkirche Europas), City Hall, Guildhall und Markt ⟩ London Street (Fußgängerzone) ⟩ Tombland ⟩ Kathedrale.

Nachmittags:

12.30–14.30: freie Verfügung, einschließlich Mittagessen.

ca. 14.30: TREFFEN: Bus

14.45–15.30: Fahrt von Norwich nach **Great Yarmouth** über Acle, 20 km. Great Yarmouth, einst ein Zentrum der Fischerei, ist heute ein typischer britischer „Massenurlaubsort". Stellen Sie den Bus in South Denes ab.

15.30–16.30: Gehen Sie die Promenade (*Golden Mile*) an einem riesigen Kirmesbetrieb, an unzähligen Spielhallen, *fast food shops* und Souvenirläden vorbei, entlang bis zum Britannia Pier. Von dort aus gehen Sie die Regent Street hoch, bis zum Markt.

16.30–18.30: freie Verfügung

ca. 18.30: TREFFEN: Bus

Frühabends:

18.45–21.00: Zurück über die A143 (Haddiscoe, Bungay, Scole, Ixworth, Bury St Edmunds) und ab Bury St Edmunds über die A45 nach Cambridge, ca. 85 km.

Bemerkung: Dieser Tag kann statt dessen für einen Tagesausflug nach London verwendet werden. Versuchen Sie dabei aber auf keinen Fall, mit dem Bus nach London zu fahren. Nehmen Sie entweder den Zug von BR Cambridge nach BR London Liverpool Street oder den Express Coach von Duke Street Coach Station nach London Victoria Coach Station. Die Bahnfahrt dauert etwa knapp eine Stunde, die Busfahrt etwa doppelt so lang. Die Busfahrt ist aber erheblich billiger und führt in London schon an vielen Sehenswürdigkeiten vorbei.

Tag 4

Vormittags:

bis 13.00: verschiedene Aktivitäten in und um Cambridge, zum Beispiel *punting* oder Rudern auf der Cam, Fahrradfahrt oder Wanderung nach Granchester, Besuch des Fitzwilliam-Museums, Trumpington Street, Schwimmen in City Baths, Gonville Place, ..., einschließlich Mittagessen.

Nachmittags:

ca. 13.00: TREFFEN: Bus

13.15–14.15: Fahrt über St Neots und Bedford nach **Milton Keynes** in Buckinghamshire, ca. 50 km. Milton Keynes ist ein exzellentes Beispiel einer *new town*. Die *new towns* sind eine weitere Entwicklung der *garden cities*- Bewegung der dreißiger Jahre. Inzwischen gibt es eine Zahl von auf dem Reißbrett entstandenen *new towns* rings um London und anderen größeren Zentren. Die *new towns* sind großzügig geplant und haben ein neues Zuhause für viele Familien aus den *slums* der alten Industriestädte geschaffen.

14.30–16.30: Rundfahrt mit Reiseführer (Reservierung und weitere Informationen, s. Anschrift oben)

16.30–17.30: freie Verfügung, Stadtzentrum

ca. 17.30: TREFFEN: Bus

17.45–18.45: Rückfahrt nach Cambridge

Tag 5

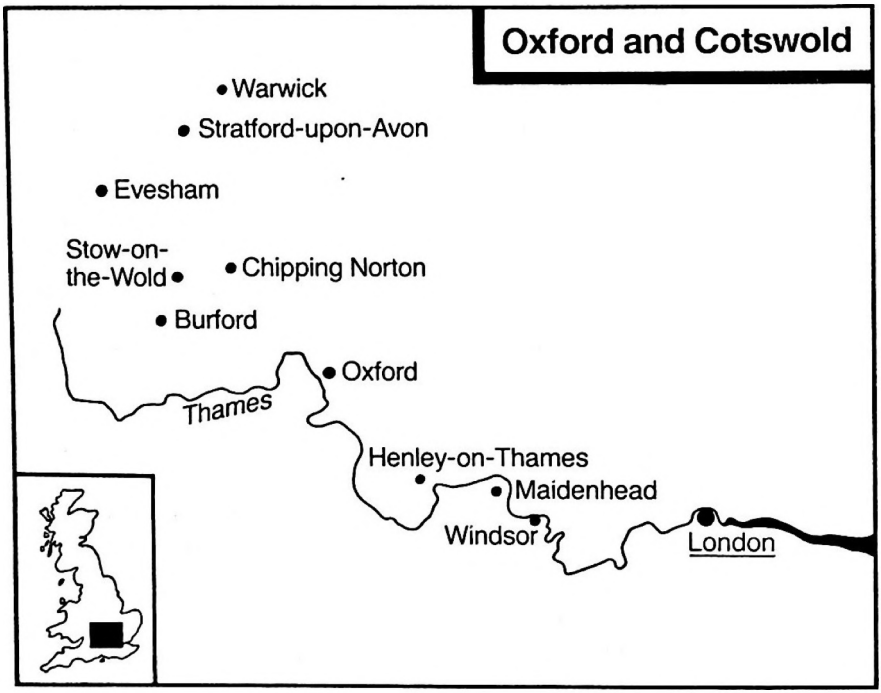
Sollten Sie am dritten oder vierten Tag einen Tagesausflug nach London gemacht haben, dann steht das Programm für diesen fünften Tag, wie oben beschrieben, noch zur Verfügung. Sonst, erfahrungsgemäß, ist es nach einem so vollen Programm am sinnvollsten, den Teilnehmern diesen Tag frei zur Verfügung zu stellen. Die Schüler haben bis dahin sicherlich viel in Cambridge selbst entdeckt,

das sie sich noch näher ansehen möchten. Einige Schüler möchten bestimmt auch noch Einkäufe tätigen.
Empfehlenswert ist es jedoch, das Abendessen als Abschluß gemeinsam einzunehmen.

Abfahrt Cambridge: 19.00 Uhr
Ankunft Felixstowe: 20.30 Uhr
Abfahrt Felixstowe: 23.00 Uhr
Ankunft Zeebrugge: 07.00 Uhr

2. *Oxford, the Cotswolds and the Shakespeare Country*

Oxford als Ziel einer Studienfahrt



Die Vorteile

– Oxford mit dem Industrieviertel Cowley hat eine Bevölkerungszahl von etwas über 102.000 Menschen. Die Altstadt mit der Universität ist jedoch viel kleiner und kann sehr leicht zu Fuß erforscht werden.

- Anders als im Falle Cambridge bietet Oxford wegen Cowley, einem Zentrum der Autoindustrie, insgesamt auch soziologisch ein abgerundetes Bild.
- Als Universitäts- und Industriestadt weist Oxford ein extrem vielfältiges und abwechslungsreiches Freizeitangebot auf. Die Stadt hat sich auch den Bedürfnissen jüngerer Menschen gut angepaßt.
- Man sagt, daß, während Cambridge den schöneren städtebaulichen Gesamteindruck hinterläßt, die individuellen Gebäude von Oxford häufig denen von Cambridge überlegen sind. Ob dies wahr ist oder nicht, Oxford scheint in der Tat architektonisch vielfältiger zu sein. Oxford hat auch mehr Museen.
- London ist sehr leicht von Oxford aus über die M40 zu erreichen. Am westlichen Stadtrand von London gibt es auch eine Reihe von Sehenswürdigkeiten – wie zum Beispiel Kew Gardens, Windsor Castle, Eton College und Hampton Court -, die nördlich der Stadt fehlen.
- Die *Cotswold Hills*, die Täler der *Severn* und *Wye*, die *Malvern Hills* und das *Shakespeare Country* sind alle leicht von Oxford aus zu erreichen.

Die Nachteile

- Einen Aufenthalt in oder um Oxford während der Touristensaison kann man auf keinen Fall empfehlen. Die Stadt ist völlig überlaufen, und einige der Colleges und andere Bauten werden sogar wegen des Touristenstroms teilweise geschlossen oder sind nur von außen zu besichtigen.
- Als Zentrum des Tourismus sind die Preise in Oxford generell merklich höher als zum Beispiel in Cambridge. Dies gilt vor allem für die Gastronomie.
- Die Stadt Oxford und ihr Hinterland sind von Sehenswürdigkeiten regelrecht überladen. Insofern ist die Stadt nicht so überschaubar wie Cambridge.

Unterkunft

Oxford YMCA
Alexandra Residential Club
133 Woodstock Road
OXFORD

Oxford Youth Hostel
Jack Straw's Lane
OXFORD

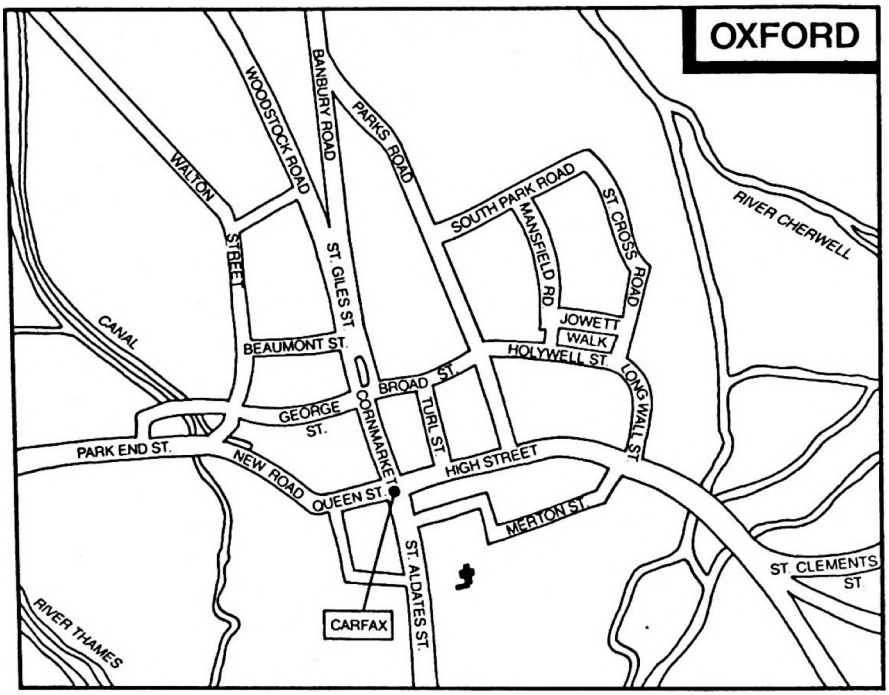
Touristeninformation

Tourist Information Centre
St Aldate's Street
OXFORD OX1 1DY

Oxford Information Centre*
St Aldate's Chambers
St Aldate's Street
OXFORD OX1 1DY

* Besonders für Abendveranstaltungen aller Art

Tagesprogramm



Wie bei der Studienfahrt nach Cambridge ist es auch im Falle von Oxford empfehlenswert, eine Kanalübersetzung von Calais nach Dover so zu wählen, daß man in Oxford am früheren Vormittag ankommt. Es wird also im Bus und auf dem Schiff geschlafen. Am besten erreicht man Oxford über die A2/M2, M25 und M40, eine gutausgeschilderte Strecke von ca. 230 km. Die M25 ist sehr stark befahren, und man muß mit einer Fahrtzeit von mindestens 3 1/2 bis 4 Stunden rechnen.

Tag 1

Vormittags: Ankunft in Oxford. Zimmereinteilung, Auspacken, Einräumen; Einrichtungen des Hauses kennenlernen; freie Verfügung im Stadtzentrum (St Giles St, Broad St, High St, Cornmarket St, St Aldate's St, ...) ⟩ Während dieser Zeit ist es empfehlenswert, das Oxford Information Centre in St Aldate's St aufzusuchen, um Informationen zur Besprechung und Gestaltung der Abendprogramme einzuholen.

Nachmittags:

13.00–13.15: TREFFEN Carfax (Turm)

13.30–16.30: Rundgang, wie folgt: Carfax ⟩ St Aldate's St mit Pembroke College und Pembroke Square ⟩ Christ Church College (Tom Tower, Tom Quad, Christ Church College chapel/Oxford cathedral) ⟩ Merton Street mit Oriel College and Corpus Christi College ⟩ High Street (Queen's College, All Souls College, Brasenose College, University College) ⟩ Queen's Lane ⟩ New College Lane (St Edmund's Hall, New College) ⟩ Treppen am Ende New College Lane (Bodleian Library, Sheldonian Theatre, Divinty School, Museum of the History of Science in Old Ashmolian Building) ⟩ Broad St (Trinity College, Balliol College) ⟩ Turl St (Jesus College, Exeter College) ⟩ High Street ⟩ Carfax.

17.00–18.00: freie Verfügung, je nach Planung mit Abendessen in der Jugendherberge/YMCA

Tag 2

Vormittags:

09.00–09.30: Fahrt nach **Woodstock mit Blenheim Palace**, ca. 10 km von Oxford entfernt, Geburtsort von Sir Winston Churchill, der auf dem Friedhof der Pfarrkirche in Woodstock begraben ist.

09.30–12.00: Besichtigung von **Blenheim Palace mit Park**. Blenheim nimmt seinen Namen von dem bayerischen Dorf Blindheim, wo John Churchill, der erste Herzog von Marlborough, einen entscheidenden Sieg über die Franzosen errungen hat. Eine dankbare britische Regierung hat die Churchills geadelt und der Familie Blenheim mit seinem riesigen Park geschenkt. Das Schloß wurde von Sir John Vanbrugh, dem bedeutendsten Architekten des 18. Jahrhunderts, nach den Vorgaben des Herzogs gebaut. Das Schloß enthält wertvolle Kunstsammlungen und eine Churchill-Ausstellung. Der Park bietet auch eine Menge an Sehenswürdigkeiten. Gelegenheit zum Mittagessen.

Nachmittags:

ca. 12.00: TREFFEN: Bus

12.00–12.45: Fahrt von Woodstock über die A34 nach **Chipping Norton** in den Oxfordshire Cotswolds, ein entzückendes Wollstädtchen aus dem späten Mittelalter.

12.45–14.00: Besichtigung von Chipping Norton in Kleingruppen. Gelegenheit zum Mittagessen.

ca. 14.00: TREFFEN: Bus

14.00–14.30: Fahrt auf der B4450 nach **Stow-on-the-Wold** in den Gloucestershire Cotswolds.

14.30–15.30: Besichtigung von Stow-on-the-Wold in Kleingruppen.
ca. 15.30: TREFFEN: Bus
15.30–17.00: Fahrt auf der A424 nach **Burford**. Praktisch alle die Dörfer links und rechts der Straße, zum Beispiel **Bourton-on-the-Water**, **Upper Slaughter** und **Lower Slaughter**, sind sehenswürdig. Ob man anhält, um die bzw. einige Dörfer zu Fuß zu erkunden, hängt von dem Abendprogramm und dem Interesse der Gruppe ab. **Bourton-on-the-Water** ist allerdings mittlerweilen sehr kommerzialisiert.
17.00–17.45: "Teatime" in **Burford**, eine schöne Ortschaft am östlichen Rand der Cotswolds. Die Seitenstraßen des Dorfes sind besonders sehenswert.
17.45–18.30: Fahrt über die A40 zurück nach Oxford. Die Länge der Rundfahrt beträgt – je nachdem – etwa 70 bis 80 km.

Tag 3
Vormittags:
09.00–10.15: Fahrt auf der A423/A41 über **Banbury** nach **Warwick**. **Banbury** ist eine angenehme ländliche Marktstadt aus dem späten Mittelalter mit hübschen Straßenzüge, ist aber nicht von besonderem Interesse.
10.30–12.30: Besichtigung von **Warwick**. Warwick ist wegen seiner **Burg** mit ihrer Waffensammlung, Rüstkammer und seinem Kunstmuseum besuchenswert. Die Burg wurde 915 zum erstenmal errichtet. Ihre heutige Gestalt erhielt sie im 14. Jahrhundert. Ihre Innenräume wurden im 17. und 18. Jahrhundert in einen eleganten Herrensitz umgestaltet. Ebenso besichtigenswert in Warwick ist das 1571 erbaute Armenhaus **Lord Leycester's Hospital**. Warwick selbst ist eine der am wenigsten zerstörten mittelalterlichen Städte Englands mit vielen guterhaltenen Fachwerkhäusern und Straßenzügen.
Nachmittags:
12.30–14.00: freie Verfügung in Warwick, einschließlich Mittagessen.
ca. 14.00: TREFFEN: Bus
14.00–15.00: Fahrt auf der A46 nach **Stratford-upon-Avon**, der Geburtsstadt Shakespeares.
15.00–17.00: Besichtigung von Stratford. Das **Geburtshaus Shakespeares** ist als Museum eingerichtet. Sie können die **Guild Hall** mit der **Grammar School** besichtigen, die Shakespeare besuchte. (Er war übrigens kein guter Schüler. Wie Ben Jonson spottete: Shakespeare hatte kaum Latein und kein Griechisch. Nicht besonders gut, wenn man bedenkt, daß dies praktisch die einzigen Fächer waren, die unterrichtet wurden.) Das Grab

Shakespeares und seiner Familie befindet sich in der **Holy Trinity Church**. Wenn man diesen Ausflug rechtzeitig plant, hat man vielleicht Glück, Karten für das **Shakespeare Memorial Theatre** zu buchen. In der Stadt können Sie weitere guterhaltene Tudor-Fachwerkhäuser besichtigen.

17.00–18.00: freie Verfügung in Stratford.

ca. 18.00: TREFFEN: Bus

18.00–19.30: Fahrt auf der A439 nach **Evesham**, und dann auf der A44 nach **Broadway** und so auf der A44/A424 über **Burford** nach Oxford zurück. Eventuell in **Broadway** kurz anhalten.

> **Bemerkung:** Dieser Tag kann statt dessen für einen Tagesausflug nach London verwendet werden. Versuchen Sie dabei aber auf keinen Fall, mit dem Bus nach London zu fahren. Nehmen Sie entweder den Zug von BR Oxford nach BR London Paddington oder den Express Coach von Oxford Bus and Coach Station nach London Victoria Coach Station. Die Bahnfahrt dauert etwa knapp eine Stunde, die Busfahrt etwa doppelt so lang. Die Busfahrt ist aber erheblich billiger.

Tag 4

Vormittags:

bis 13.00: verschiedene Freizeitaktivitäten in und um Oxford, zum Beispiel *punting* oder Rudern an der Isis/Themse, Fahrradfahren oder Wandern, Schwimmen, Besuch von Museen, ..., einschließlich Mittagessen.

Nachmittags:

ca. 13.00: TREFFEN: Bus

13.00–13.45: Fahrt auf der M4 nach **Windsor**.

13.45–16.45: Besichtigung der Stadt Windsor, **Windsor Castle**, **Windsor Great Park** und **Eton College** nach Interesse in Kleingruppen. **Windsor Castle** war von William dem Eroberer im späten elften Jahrhundert gegründet, um London vor einem Angriff über dem Themsetal von Westen her zu schützen. Seitdem ist das Schloß ständig erweitert und umgebaut worden. Es gilt heute als das größte bewohnte Schloß der Welt. Der Schloßpark, **Windsor Great Park**, hat ein vielseitiges Freizeitangebot, zum Beispiel einen Löwenpark. **Eton College** liegt am anderen Ufer der Themse gegenüber dem Schloß. Das College wurde 1440 gegründet und gilt immer noch als die Eliteschule Britanniens.

ca. 17.00: TREFFEN: Bus

17.00–18.30: Fahrt auf der M4 nach Maidenhead und dann weiter das mittlere Themsetal hoch über Henley-on-Thames, Wallingford und Dorchester-on-Thames nach Oxford zurück. Eventuell kurze Besichtigungspause in Henley.

Tag 5

Sollten Sie am dritten oder vierten Tag einen Tagesausflug nach London gemacht haben, dann steht das Programm für diesen fünften Tag, wie oben beschrieben, noch zur Verfügung. Sonst, erfahrungsgemäß, ist es nach einen so vollen Programm am sinnvollsten, den Teilnehmern diesen Tag frei zur Verfügung zu stellen. Die Schüler haben bis dahin sicherlich viel in Oxford selbst entdeckt, das sie sich noch näher ansehen möchten. Einige Schüler möchten bestimmt auch noch Einkäufe tätigen.

Abfahrt Oxford:	16.00 Uhr
Ankunft Dover:	21.00 Uhr
Abfahrt Dover:	22.00 Uhr
Ankunft Calais:	23.30 Uhr
Ostende:	02.00 Uhr

Sprachführer

1. Asking the Way

Paul: Excuse me. Can you tell me the way to Christ's College, please?
Woman: Of course. Walk across Parker's Pieces into St Andrew's Street and turn right. Christ's is the first college on the right on the corner of St Andrew's Street and Sidney Sussex Street.

- Excuse me. Can you tell me the way to ..., please?
- Excuse me. I'm looking for ... Can you help me, please?
- Do you know the way to the bus station/post office/..., please?
- Do you know where the tourist information office/main railway station is, please?

- Turn right/left at the first/second/... traffic lights/crossing.
- Turn right/left opposite the church/St John's College/...
- Go straight on at Great St Mary's Church. You come to Corpus Christi on your left after about two or three hundred yards. It's opposite St Catherine's College.

– I'm sorry, I don't know. I'm a stranger here, too.
– No idea. I'm just visiting Cambridge, too.

2. Ordering Food, Drinks etc.

Waiter:	What would you like?
Birgit:	I'd like a small salad as a starter, followed by steak and chips with baked beans and mushrooms, please.
Waiter:	How would you like your steak? Medium? Well-done? Rare?
Birgit:	Rare?
Waiter:	You know. Bloody.
Birgit:	Oh, English. No. Medium, please.
Waiter:	Anything to drink?
Birgit:	Just a coke, please.
Waiter:	Fine. Thank you.

– I'd like number 3 and 26/..., please.
– I'd like steak and chips followed by apple pie and cream.
– Can I have tomato soup as a starter, fish and chips as main course and ice-cream as dessert/as sweet.

– I'd like a pint of (*Marke*) bitter, please.
– Can I have a coke, please?
– I'd like a half (pint) of (*Marke*) lager and a pint of (*Marke*) mild, please.

3. Buying Transport Tickets

Alex:	Which bus goes to the youth hostel in ... Street, please?
Man:	You need a number 17 to Cherry Hinton. Get off at ... Street.
Alex:	Thank you.
Anna:	Can I have a return to Newmarket, please?
Driver:	Yes. That's one pound twenty-five, please.

– Single to (*Ort*), please.
– Return to (*Ort*), please.
– Where must I get off for (*Ort*), please?
– I want to go to (*Ort*). Which bus must I take, and where do I get off, please?
– The automatic ticket machine isn't working. Can I have a single/a return to (*Ort*), please?

- When does the last bus/train for (*Ort*) go/leave, please?
- Do you know when the next bus/train leaves for (*Ort*), please?

4. Changing Money

Wolfgang:	Where can I change some foreign currency, please?
Clerk:	At the counter over there. It's marked "Foreign Exchange".
Petra:	I'd like to change 150 German Marks, please.
Clerk:	Here's your money and receipt slip. Sign here, please.
Petra:	Thank you.

- I'd like to change fifty/a hundred/... German Marks, please.
- I want to change traveller's cheques to the value of a hundred/ a hundred and fifty Marks into Pounds, please.
- What is today's exchange rate from German marks into pounds, please?
- Do you accept eurocheques made out in Pounds?
- Do you accept traveller's cheques?
- I haven't got a banker's card. Will a eurocheque card do?

5. Shopping

Marianne:	Is this blouse in the sale, too, please?
Assistant:	No, I'm sorry. Just those blouses over there have been reduced.
Michael:	I take size 43 shoes in Continental sizes. Do you know what that is in British sizes, please?
Assistant:	Of course. Continental 43 is British and American 9 to 9 ½.
Ruth:	These jeans are too small. Have you got them a size larger?
Assistant:	Of course. You'll find them on the rack over there.
Lars:	Have you got this shirt in any other colours? I don't like red and yellow.
Assistant:	I'm sorry. Those shirts are on special offer. We've only got them in red and yellow.

- What is Continental size ... in British sizes, please?
- I take size ... in Continental sizes. Do you know what that is in British sizes, please?

– How much does this T-shirt/pair of trousers/... cost, please?
– Is this sweatshirt/jacket/... in the sale, too?
– Have these shoes/jeans/... been marked down/reduced, too, please?
– Are these coats/jumpers/pullovers/... on special offer?

– This blouse/shirt/jumper/... is too big/too small. Have you got it in a smaller/bigger size, please?
– These trousers/jeans/shorts/swimming trunks/... are too long/too short.
– This scarf/pair of gloves is (a little) too expensive/is more than I wanted to pay. Have you got anything cheaper?

– Have you got any records/LPs/singles/CDs/cassettes by ..., please?
– Have you got any short stories/thrillers/detective stories/science fiction stories/... by ..., please?
– Have you got this book in paperback, or just in hardback?

– Do you stock German newspapers or magazines?

– Is there a branch of Boots/Marks & Spencer/Woolworth's/Sainsbury's/Mothercare/... in Cambridge/Norwich/..., please?
– Do you know where I can get a ... in Oxford/..., please?

6. At the Post Office

Manfred:	How much does a postcard to Germany cost, please?
Clerk:	15 p.
Manfred:	And a letter?
Clerk:	20p.
Helga:	Can I have eight stamps at 15p and three at 20p, please?
Clerk:	That'll be one pound eighty, please.
Helga:	Thank you.

– How much does a postcard/letter cost to ..., please?
– What stamp must I put on a postcard/letter to ..., please?

– Can I have four/six/... stamps at 10/12/...p and two/three/... at 15/20/...p, please?

– When does the last post go today, please?
– If I catch the post today, will this letter be delivered by tomorrow/the day after tomorrow/the end of the week/...?

– Can I draw money from my German post office savings book here, please?
– I would like to have pounds to the value of one hundred marks.

7. Hiring Bikes, Boats etc.

Rolf: How much does it cost to hire a punt for one hour, please?
Man: Two pounds fifty, but there must be at least two people in it.
Rolf: Okay.
Man: Don't be late back, will you? If you are, I'll have to charge you extra.
Rolf: Okay. We'll be back by 3.30.

Man: You've overrun your time. I'm afraid I'll have to charge you a full hour extra.
Rolf: What? A full hour? But it's only 3.45. We're only 15 minutes late.
Man: I can't help that, lad. Look at the notice. We charge two pounds fifty for every hour that has begun. I'm sorry. But why don't you keep the punt until 4.30? I don't want to be unfair.
Rolf: Good idea. Thanks.

- I'd like to hire a bike for half a day/for a day, please.
- I'd like to hire a punt/a rowing boat/a paddle boat/a motor boat for an hour/an hour and a half/..., please.

- Do you hire out bikes/boats by the hour, please?
- Is it possible to have/hire/rent a bike/a boat just for an hour, please?
- What is the minimum period/the shortest time you can hire/rent a bike/a boat for, please?

- How many people can go in this punt/boat, please?

- At what time must I return the bike/the boat?
- When must I be back/must I return the bike/the boat?
- What happens if I'm a little late?
- Do I have to pay extra if I'm back a little late/if I overrun the time?

8. Telephoning

Hinweis: In Großbritannien gibt es zwei verschiedene Telefonsysteme, nämlich das alte *pay-on-answer*-System und das neue *payphone*-System, das das alte System zunehmend ersetzt. Das neue *payphone*-System ist identisch mit dem Siemens-System, das wir in Deutschland kennen. Das alte *pay-on-answer*-System ist weniger benutzerfreundlich und komplizierter in der Benutzung. Dies ist der Hauptgrund, warum es ersetzt wird.

Das pay-on-answer-Telefonsystem
Wie der Name andeutet, dürfen Sie bei dem alten System erst dann bezahlen, wenn die Person, die Sie anrufen wollen, ihren Hörer aufnimmt. Wenn dies passiert, hören Sie eine schnelle Serie von gleichmäßigen Piepstönen, den sogenannten *pay tone*. Wenn Sie ausreichend Geld in den Geldschlitz einschieben, wird die Leitung freigegeben und Sie können sprechen. Sollte das Geld vor Ende des Gespräches erschöpft sein, dann hören Sie erneut den *pay tone*. Wenn Sie das Gespräch fortsetzen wollen, müssen Sie mehr Geld in den Geldschlitz einschieben. Übrigens, heutzutage akzeptieren *pay-on-answer*-Telefongeräte ausschließlich die 10p-Münze.

Das Cardphone
Das *Cardphone* ist eine Version des *Payphones*, das eine Telefonkarte statt Münzen akzeptiert. Sie können solche Telefonkarten bei allen Postämtern und auch in vielen Zeitungs- und Schreibwarenläden kaufen. Geschäfte, die Telefonkarten verkaufen, sind durch ein grünes *Cardphone*-Symbol gekennzeichnet.

Voice 1:	Hallo. International directory enquiries. What country, please?
Helena:	Germany.
Voice 2:	Hallo. Can I help you?
Helena:	Yes, could you give me the number of Alex Nehm in Witten, please?
Voice 2:	Name? N-A-M-E?
Helena:	No. Not Name. Nehm. N-E-H-M. Nehm.
Voice 2:	In ...? Where was it?
Helena:	In Witten. It's in the Bochum telephone book.
Voice 2:	Oh, yes. I've got it. The number is Witten three-double O-one-four.
Helena:	Thank you.

- Can you give me the number of (*Name*) in (*Stadt*), please?
- Can you repeat that, please? I didn't get it.
- Hallo, is that (*Telefonnummer*)? Can I speak to (*Name*), please?
- Can you ask (*Name*) to ring me back on (*Telefonnummer*) this afternoon/evening, please? – Can you give (*Name*) a message, please?
- Is it possible to leave (*Name*)/him/her a message, please?
- My name's (*Name*). You spell it ...
- No, not (*falscher Name*). It's (*richtiger Name*).
- Good-bye, and have a nice day.

9. At the Youth Hostel

Max: Excuse me. Could you tell me what time breakfast is, please?
Boy: Sure. It's from eight to half past nine.

Bärbel: Do you sell stamps, please?
Warden: Sure. What would you like?
Bärbel: Two at 15p and three at 22p, please.
Warden: Oh, I'm sorry. We've only got 12p and 20p stamps. You'll have to go to the post office, I'm afraid.

Hannes: Are you watching this programme? There's a good film on BBC2.
Guest: Sorry. I'd like to see this to the end. It's a serial.

- What time is breakfast/lunch/the evening meal, please?
- What time do you lock the doors, or can we get in any time?
- Is there possible to have a key to the outside door? We can't get back by 10, I'm afraid.
- What time do we have to be back?

- Do you sell tea/coffee/snacks all day?
- Is there an automatic vending machine for coffee/drinks/sweets/ snacks/... here, please?
- The vending machine is out of order. I put in (*Zahl*) pence and I didn't get anything out.
- Can you change a pound/a five pound note/...? I want to telephone/use the vending machine.

- Is it possible to buy postcards/stamps/writing paper/... here?
- Have you got any stamps, please?

- Can I telephone from here, please?
- Can I use the phone, please?

- Have you finished with the football game/...? Can we have a go now?
- Have you finished playing table-tennis/billiards/snooker/...?
- Can I borrow this table-tennis bat/football/...?
- Can anyone use these table-tennis bats/... or are they private?
- Do you mind if we change the channel? This programme isn't very good.

- My name's (*Name*) and this is (*Name*). We're from (*Stadt*) in Austria/ Germany/Switzerland.
- We're on a class trip to Cambridge/Oxford/...
- We arrived here yesterday/the day before yesterday/three days ago/on Mon-

day/... and we're leaving again this evening/tomorrow morning/the day after tomorrow/on Thursday/...
- English is one of my main subjects at Austrian/German/Swiss A-Level. We call it the Matura/the Abitur.

- We've been to/visited (*Ort*) and (*Ort*). It was quite interesting/rather boring/very tiring/...
- Tomorrow morning we're going to (*Ort*) and in the afternoon we're visting (*Ort*)
- Have you been to (*Ort*)? What's it like there?

10. At the Disco

Steve:	Hallo. Let's dance.
Brigitte:	No, thanks. I'm waiting for someone.
Steve:	So what? Let them wait.
Brigitte:	Look, I said "no, thanks" and I meant "no, thanks", okay?
Steve:	Okay, okay. No sweat.

- How much does it cost to come in here?
- Two tickets, please.

- Are drinks at normal pub prices or are they more expensive?
- Can anyone come in here, or is it a club?
- Can we have visitor's membership? We're only in Canterbury/... for a couple of days.
- Do students/visitors to Oxford get reduced rates? – Can you come in here without a tie and a jacket?
- Can we come in here like this, or must we wear a tie?

- Would you like a dance?
- How about having a dance?
- Have you got anything against a dance?

- Fine. Let's go.
- Yes. Thank you.
- Yes, I'd like that.

- No thanks. I don't dance I'm afraid.
- Thanks, but I'd rather not. I just want to watch.
- No thanks, I'm with a party/with someone else.
- Thanks for asking, but I'm about to dance with someone else.

- What's this group? I've never heard them before.
- What's the title of this record?
- I like (*Name*) and I think (*Name*) is quite good, too.
- A lot of the British and American groups/pop singers are popular in Austria/Germany/Switzerland, too.
- Do you ever hear any German groups in England? A lot of them sing in English.
- Have you heard (*Titel*) by (*Interpret/-in*)? That's great.
- Can we make a special request? We'd like to hear (*Titel*).
- Have you got (*Titel*) by (*Interpret/-in*), please? If you have, can you play it some time?
- Do you mind leaving me alone? You can see I don't go for that.
- Look, lay off, will you? I'm not interested.
- Listen, if you don't stop I'm going to leave, all right? Haven't you got a home to go to, or what?
- Look, that man sitting over there/sitting at the bar is our teacher. He's looking this way and he's going to come over any minute now.
- Listen, friend, if you don't lay off I'm going to get the manager/the guy at the door, okay?
- Are you deaf as well as stupid/ugly? Clear off, for Christ's sake.

11. Dealing with Emergencies

At the Lost Property Office

Marion: Has anyone given in a purse, please? I've lost one. I think I must have lost it this morning somewhere between the market place and King's College chapel.

Clerk: Sorry, no one has given in a purse today. What does it look like?

Marion: It's red leather with a zip-fastener.

Clerk: Did it have any money in it?

Marion: Yes, about seven pounds in English money and twenty marks in German money.

Clerk: Okay, if anyone brings it in, we'll keep it for you. Try again tomorrow morning. You might be lucky, but don't have too many hopes. I'm afraid the only purses we see are usually empty.

- Excuse me. Is there a lost property office in Oxford?/...?
- I've lost an anorak/a bag/a purse/my identity card/...
- Has anyone given in a pullover/a raincoat/a pair of swimming trunks/..., please?
- I think I left it in one of the changing cubicles/on the bus/in the train/in the restaurant/at the disco/...
- It's made of leather/artificial leather/shiny plastic/cloth/ metal/...
- It's red/green/yellow/... with a blue/brown/... pattern on it.
- It's got a picture of (*Motiv*) on the back.
- It's got the words (*Aufschrift*) on the front/back.
- It's not very big/quite big.
- It's about so (*Gestik*) big.

At the Chemist's

Dieter:	Have you got anything for toothache, please?
Chemist:	Certainly. These are very good.
Dieter:	Fine.
Chemist:	Would you like a small or large pack? The small packs have got 10 tablets in them and the bigger packs 20.
Dieter:	Oh, I think a small pack will do, thank you.
Chemist:	Here you are. That'll be £2.50, please.
Dieter:	So much? Haven't you got anything cheaper?
Chemist:	Well, you could try ordinary aspirin or paracetamol, I suppose, but if the pain's severe ...
Dieter:	Oh no, it's not that bad. I'll take a small pack of soluble aspirin, please.
Chemist:	Very well. Here you are, then.

- Have you got anything for backache/a cold/diarrhoea/flu/a headache/migrain/ a sore throat/an upset stomach/stomach ache/toothache/ ..., please?
- Have you got (*Arzneimittel*), please?
- How often should I take these tablets/this medicine?
- How many tablets/teaspoonfuls should I take?
- What's the dosage?
- Do I need a doctor's prescription for (*Arzneimittel*) or is it freely available?
- I also have to take (*Arzneimittel*). Is it all right to take these tablets/this medicine as well?

At the Doctor's

Doctor: Good morning. What seems to be the trouble?
Christel: I fell down some stairs yesterday and now I can't walk properly.
Doctor: Oh, let's see what the trouble is then. Could you remove your shoe and sock and then put your foot on this stool?

[*Der Arzt untersucht den Fuß.*]

Well, I don't think you have broken anything, but you've sprained your ankle quite badly. The best thing I can do is bind it and then you'll just have to rest it. It should get better in a few days.

- Can I see the doctor, please?
- Can I have an appointment to see the doctor, please?
- Can I see the doctor now, or should I come back later?

- When does the doctor hold his surgery?
- Is the doctor willing to make house calls, or must I attend his/her surgery?
- I am an/a Austrian/German/Swiss visitor to Oxford/... Am I covered for emergency treatment under the National Health Service or must I pay and reclaim the money from my insurers in Germany?
- I am insured against illness and accidents. Here are the details of my insurance.

- I have a bad cold/a severe cough/a bad rash/a bad sunburn/a severe attack of flu/a sore throat/a terrible headache/bad stomach pains/strange itching/...
- I feel headachy/feverish/ill.
- I keep being sick/having headaches/having bad stomach pains/having to go to the lavatory/itching/vomiting/...
- I can't keep my food down/speak properly/walk properly/...
- I have been bitten by a dog/a snake/a wasp/...
- I have broken a tooth/bruised myself/burnt my hand/cut myself badly/sprained my ankle/my wrist/...
- I think I may have a fever/temperature.
- I think I may have broken my arm/fractured my leg/sprained my ankle/...
- I have a strange pain in my back/my chest/my side/my stomach/...
- My arm/foot/hand/leg hurts (*Gestik*) here.
- I have no (sense of) feeling in my arm/foot/...

– Can I have a prescription for (*Arzneimittel*), please?
– Is it possible for you to to give me/to issue/to make out a prescription for (*Arzneimittel*), please?

12. Understanding Other People

Rita: Excuse me. Can you tell me the way to the station, please?
Man: Sure, no sweat, dearie, no sweat at all. Na, let me fink. The station, yer say?
Rita: That's right. The station.
Man: Na, wot's yer best way to the station? Stranger, are yer? Forrin, loik?
Rita: Yes. Well, I think so.
Man: Yeh, well, let me fink. Well, oi'll tell yer wot, yer go darn this here road here, an' then ... Nah, wait a sec. Oi've a better idea. Na, go along this road here, just loik oi say, till yer see a restaurant on yer left, orl roit? Indian, it is. The restaurant, loik. Indian. The Shalimar, oi fink.
Rita: Sorry, I don't think I understood that. Can you repeat it, please?
Man: Yeh, well, yer see this here restaurant, see? The Shalimar.
Rita: The Shalimar.
Man: Roit. The Shalimar, orl roit? Yeh, well, then yer go down a little alley way near this here Shalimar and yer come into Middleton Street. Can't miss it, yer can't.
Rita: Middleton Street?
Man: Nah, oi tell a loi. Not Middleton Street. Oh dear, oh dear. Fancy that. That's somewhere else, Middleton Street, loik, in'it? Anyhow, yer come into this here street, loik, and turn roit and then yer...
Rita: Look, I'm sorry. I think I'd better get a street plan. I don't think my English is quite up to it.

– I'm sorry, I didn't understand that. Can you repeat it, please?
– I'm sorry, can you say that again, please? I don't think I quite understood it.
– I beg your pardon. What did you say?
– Did you say ..., or have I got it wrong?

– Can you speak a little more slowly, please. I'm German.
– Do you mind speaking a little more clearly, please? I can't understand you very well.

Kapitel 11: Nützliche Adressen

- I'd like to go to Ireland as a paying guest. Can you help me find a family?
- This isn't the Scotland I know. Haven't we got anything a bit more up-to-date?
- I'd really like to show my class an English film or video, but they're all so difficult.
- Where on earth can I find cheap accommodation in Britain? Everything's got so expensive there.
- We'd like to twin with an American school, but I don't even know where to start looking.
- Manfred would like to find a pen-friend in East Africa, Kenja perhaps. Do you know where I can get some addresses?
- We'd like Birgit to go to a language school during the Easter holidays. Can you recommend a good school? We've heard that some of them are awful.
- This is so boring. Can't we do something else for once?

Fragen dieser Art kennt jeder Lehrer. Hier bieten wir Ihnen eine Auswahl von Anschriften und Kontaktstellen an, wo Sie Hilfe bekommen können. Wir haben unser Bestes getan, um die Zuverlässigkeit dieser Angaben zu überprüfen, auch durch das probeweise Anschreiben. Die Autoren und der Verlag können jedoch keine Garantie für falsche, unvollständige oder inzwischen geänderte Angaben übernehmen. Für die Zusendung erforderlicher Korrekturen sowie weiterer nützlicher Anschriften sind wir dankbar.

1. Die Botschaften der englischsprachigen Länder in der Bundesrepublik Deutschland

Nachfolgend finden Sie die deutschen Adressen der Botschaften der wichtigsten englischsprachigen Länder. Sie können dort Informationen über staatliche Austausch- und Partnerschaftsprogramme sowie verschiedene Kontaktadressen bekommen. Richten Sie Ihr Schreiben am besten an den *Cultural Attaché* oder die *Section for Cultural Affairs* bzw. *The Information Officer.*

Australische Botschaft
Godesberger Allee 107
5300 Bonn 2

Britische Botschaft
Friedrich-Ebert-Allee 77
5300 Bonn 1

Indische Botschaft
Baunscheidtstraße 7
5300 Bonn 1

Irische Botschaft
Godesberger Allee 119
5300 Bonn 2

Kanadische Botschaft
Friedrich-Wilhelm-Straße 18
5300 Bonn 1

Neuseeländische Botschaft
Bundeskanzlerplatz
5300 Bonn 1

Botschaft der Vereinigten Staaten von Amerika
Deichmanns Aue 29
5300 Bonn 2

Tip: Die amerikanische Botschaft verschickt den 4mal jährlich erscheinenden *American Newsletter* gegen Einsendung von 4 frankierten DIN-A4-Umschlägen kostenlos an Schulen usw.

2. Das British Council in Westdeutschland

Nach dem Zweiten Weltkrieg wurden deutsch-britische Begegnungszentren unter dem Namen "Brücke" in verschiedenen Städten der britischen Zone gegründet, um den kulturellen Austausch und das gegenseitige Verständnis zu fördern. Diese Einrichtungen hatten auch den Zweck, die Entnazifizierung (*denazification*) Deutschlands zu fördern. Nach der Gründung der Bundesrepublik und mit dem Beginn des sogenannten kalten Krieges wurden diese Begegnungsstätten unter anderem dem *British Council* angegliedert.

Der kulturelle Austausch wird heute durch Erstellung und Verteilung von Informations- und Unterrichtsmaterialien, den Verleih von Medien sowie das Angebot von Sprachkursen, Lehrerfortbildungsseminaren, Filmvorführungen und Vorträgen ergänzt.

- Deutsche Zentrale und zuständig für die Bundesländer Hessen, Nordrhein-Westfalen, Rheinland-Pfalz und das Saarland:

  The British Council
  Hahnenstraße 6
  5000 Köln 1

- Berlin:

  The British Council
  Hardenbergstraße 20
  1000 Berlin 12

- Bremen, Hamburg, Niedersachsen und Schleswig-Holstein:

  The British Council
  Rothenbaumchaussee
  2000 Hamburg 13

- Baden-Württemberg und Bayern:

  The British Council
  Bruderstraße 7
  8000 München 2

British Council Ferienkurse

The British Council
Courses Department
65 Davies Street
London W1Y 2AA

3. Das Amerika-Haus und das Deutsch-Amerikanische Institut in der Bundesrepublik

Das Amerika-Haus und das Deutsch-Amerikanische Institut haben ähnliche Aufgaben wie das British Council. Das Amerika-Haus fungiert als Bibliothek, Medienzentrum und Informationsquelle, während das Deutsch-Amerikanische Institut Sprachkurse, Filmabende, Theatervorstellungen und andere kulturelle Veranstaltungen anbietet.

Amerika-Haus in der Bundesrepublik

- Berlin, Brandenburg, Mecklenburg-Vorpommern:

  Amerika-Haus Berlin
  Hardenbergstraße 22-24
  1000 Berlin 2

- Niedersachsen, Bremen:

  Amerika-Haus Hannover
  Prinzenstraße 9
  3000 Hannover 1

- Nordrhein-Westfalen, Rheinland-Pfalz, Saarland:

  Amerika-Haus Köln
  Apostelnkloster 13-15
  5000 Köln 1

- Hessen:

  Amerika-Haus Frankfurt
  Staufenstraße 1
  6000 Frankfurt 1

- Hamburg, Schleswig-Holstein:

  Amerika-Haus Hamburg
  Tesdorpstraße 1
  2000 Hamburg 13

- Württemberg:

  Amerika-Haus Stuttgart
  Friedrichstraße 23a
  7000 Stuttgart 1

- Baden:

  Carl-Schurz-Haus
  Kaiser-Joseph-Straße 226
  7800 Freiburg

- Bayern:

  Amerika-Haus München
  Karolinenplatz 3
  8000 München 2

Deutsch-Amerikanische Institute

Da die amerikanische Besatzungszone nach dem Zweiten Weltkrieg süddeutsche Gebiete umfaßte, ist das Institut in dieser Region angesiedelt.

- Hessen:

  Deutsch-Amerikanisches Institut
  John-F.-Kennedy-Haus
  Kasinostraße 3
  6100 Darmstadt

- Saarland:

  Deutsch-Amerikanisches Institut
  Berliner Promenade 15
  6600 Saarbrücken

- Baden-Württemberg:

  Deutsch-Amerikanisches Institut
  Sophienstraße 12
  6900 Heidelberg

  Deutsch-Amerikanisches Institut
  Karlstraße 3
  7400 Tübingen

– Bayern:

Deutsch-Amerikanisches Institut
Haidplatz 8
8400 Regensburg

Deutsch-Amerikanisches Institut
Gleißbühlstraße 13
8500 Nürnberg

4. Brieffreundschaften: Kontaktadressen im In- und Ausland

– Australien

International Correspondence for Schools
United National Association of Australia
69 Clarence Street
Sydney
N.S.W.
Australien

– Großbritannien

The Central Bureau For Educational Visits and Exchanges,
Link Section
43 Dorset Street
London W1H 3FN

〉 Neben Brieffreundschaften für Schüler bis zu 18 Jahren werden vor allem Austauschaufenthalte vermittelt.

Commonwealth Friendship Movement
23 Arundel Road
Brighton
Sussex
BN 2 5TE

〉 Erfüllt Korrespondenzwünsche, vermittelt Schul- und Klassenpartnerschaften, Alter: 9 bis 17 Jahre.

International Pen-pal and Hobby Club
39a Hatherleigh Road
Ruislip Manor
Middlesex

Educational Institute of Scotland
46 Moray Place
Edinburgh EH3 6BH

› Vermittelt Schüler im Alter von 8 bis 16 Jahren als Briefpartner.

– Indien

The National Headquarters of Pen-pals
29 Marine Lines Fort
Bombay

Friends Rotational Club
B-1-1170/1 Vishnu Puri-6
Civil Lines
Ludhiana 141001
Punjab
India

The International Headquarters of Pen-pals
27 Theatre Communications Buildings
Connaught Circus
New Delhi
India

– Kanada

My Canadian Pen Friend
Canadian Education Association
251 Bloor Street West
Toronto 5
Ontario

Overseas Correspondence Department
United National Association in Canada
63 Sparks Street
Suite 802
Ottawa KAP 5A6
Ontario

– Malaysia und Singapur

Malaysian and Singaporean Pen-pals
Associates Service
G.P.O. Box 625
Penang
Malaysia

– Malta

Malta Correspondence Club
5 Duke of York Street
Hamrun
Malta

– Neuseeland

Overseas Correspondence Department
United Nations Association of New Zealand
P.O. Box 1011
Wellington
New Zealand

– Sierra Leone

International Student Friendship Club
13A Davies Street
Foural Bay
Freetown
Sierra Leone

– Vereinigte Staaten von Amerika

Dear Pen-pal
P.O. Box 4054
Dept. CU
Santa Barbara, CA 93103

⟩ Alter: bis 14 Jahre.

International Friendship League
40 Mount Vernon Street
Boston, MA 02108

League of Friendship
P.O. Box 509
Mount Vernon, OH 43050

⟩ Schüler und Studenten von 12 bis 22 Jahren.

Student Letter Exchange
821 East Elm Avenue
Waseca, MN 56093

⟩ Schüler von 10 bis 19 Jahren.

"The Waysider"
International Exchange and Correspondence Club
P.O. Box 55
St. James
New York, NY 11780
USA

World Pen-pals
1690 Como Avenue
St. Paul, MN 55108
USA

5. Schüler- und Lehreraustausch

– Bundesrepublik Deutschland

The Friendship Force
Hanns-Peter Herz
Rathaus Neukölln
Karl-Marx-Straße 83-85
1000 Berlin 44

〉 Familienaustauschprogramme zwischen deutschen und amerikanischen Familien.

American Field Service – Interkulturelle Begegnungen e.V.
St.-Benedict-Straße 22
Postfach 32 34 53
2000 Hamburg 13

ASSIST Europa Büro
Apostelnkloster 13-15
5000 Köln 1

Fulbright-Gesellschaft e.V.
German-American Cultural Exchange Frankstraße 26
5000 Köln 1

〉 Vermittlung von Schulpartnerschaften.

Internationaler Christlicher Jugendaustausch
Kiefernstraße 45
5600 Wuppertal 2

Internationaler Katholischer Austausch
Postfach 20 41
6630 Saarlouis 1

Verein zur Förderung des deutsch-amerikanischen Schüleraustausches in Baden-Württemberg e.V.
Sandbergstraße 27
7000 Stuttgart 1

› Der Verein ist bei der Vermittlung von Schulpartnerschaften behilflich und vergibt Zuschüsse an besonders bedürftige Schüler.

Studienkreis für Tourismus e.V.
Dampfschiffstraße 2
8130 Starnberg

› Der Studienkreis verschickt die im Auftrag des Bundesministeriums für Jugend, Familie und Gesundheit herausgegebene Broschüre *Internationale Begegnungen/Übersee*. Die Broschüre enthält allerlei Informationen über Begegnungs- und Studienreisen, Ferienaufenhalte, Kultur- und Sporttreffen, Sprachkurse etc. Die Broschüre gibt auch Informationen über die finanzielle Förderung bzw. Unterstützung der verschiedenen Austauschprogramme.

– Großbritannien

Central Bureau for Educational Visits and Exchanges
Seymour Mews House
Seymour Mews
London W1H 9PE

The Central Bureau For Educational Visits and Exchanges
Link Section
43 Dorset Street
London W1H 3FN

› Neben Brieffreundschaften für Schüler bis zu 18 Jahren werden vor allem Austauschaufenthalte vermittelt.

Department of Education and Science
Elizabeth House
York Road
London SE1 7PH

Commonwealth Friendship Movement
23 Arundel Road
Brighton
Sussex
BN2 5TE

› Erfüllt Korrespondenzwünsche, vermittelt Schul- und Klassenpartnerschaften, Alter: 9 bis 17 Jahre.

Department of Education
for Northern Ireland
Rathgael House
Balloo Road
Bangor
County Down
BT1 92R

Scottish Education Departmen
New St. Andrew's House
Edinburgh
Scotland
EH1 3SY

– Vereinigte Staaten

German American Partnership Program (GAPP)
1014 Fifth Avenue
New York, NY 10028
USA

› Seit März 1990 gibt es eine zweisprachige Zeitschrift für den deutsch-amerikanischen Schüleraustausch – OSKAR'S. Die Zeitschrift eignet sich auch für den Einsatz im Unterricht. (72 Seiten, DM 2,80, ab 10 Ex. 2. – pro Heft). Bezug: Gruner + Jahr, OSKAR'S, Warburgstraße 50, 2000 Hamburg 36.

6. Sprachkurse und Studienreisen nach Großbritannien und Irland

Diese beiden Organisationen wurden gegründet, um zu gewährleisten, daß private Sprachschulen wirklich fähig sind, qualifizierten Sprachunterricht zu erteilen. Wegen des äußerst unterschiedlichen Qualitäts- und Preisniveaus privater Sprachschulen und Sprachreiseveranstalter sollte man auf jeden Fall nur die Schulen auswählen, die von einer dieser beiden Organisationen anerkannt sind.

Association of Recognised English Language Schools (ARELS)
125 High Holborn
London WC1V 6QD

Federation of English Language Course Organisations (FELCO)
28a York Street
London W1H 1FE

Inzwischen bieten auch staatliche Schulen Sprachkurse während der Ferien an. Weitere Informationen kann man von der folgenden Organisation erhalten:

British Association of State Colleges in English Language Teaching (BASCELT)
The Secretary
South Devon Technical College Newton Road
Torquay, Devon

BASCELT
Cambridge College of Arts and Technology
East Road
Cambridge
CB1 1PT

Es gibt eine BASCELT-Vertrauensperson an allen staatlichen *Colleges of Further Education* ("Berufsschulen"), wo EFL (*English as a Foreign Language*) bzw. ESL (*English as a Second Language*) erteilt wird.

Für Informationen über Sprachkurse in der Republik Irland kann man sich mit den folgenden drei Schulen in Verbindung setzen:

Institute of Irish Studies
6 Holywood Park
Dublin 4

Dublin School of English
11 Westmoreland Street
Dublin 2

Language Centre of Ireland
9 Grafton Street
Dublin 2

7. Reise- und Touristeninformationen

a. Allgemeine Informationen

Hier finden Sie die bundesdeutschen Anschriften der nationalen Fremdenverkehrsvereine der wichtigsten englischsprachigen Länder. Für Großbritannnien und Irland geben wir auch die Anschriften der Touristenorganisationen in den beiden Ländern an. Viel detailliertere Informationen können von den regionalen bzw. städtischen *tourist offices* eingeholt werden. Am besten schreibt man an das

Local Tourist Office
County Hall (für Grafschaften, ländliche Gebiete)
Town Hall (für Städte)
(Name der Kreisstadt [*county town*] bzw. Ortes)

Auch bei unvollständiger Anschrift wird Ihre Anfrage sicherlich ankommen.

– Australien

Australisches Fremdenverkehrsamt
TOURISM AUSTRALIA
Neue Mainzer Straße 22
6000 Frankfurt/Main 1

– Großbritannien

Für allgemeine Reiseinformationen über Großbritannien und Nordirland in der deutschen Sprache wendet man sich am besten an den Fremdenverkehrsverein:

Britischer Fremdenverkehrsverein
Neue Mainzer Straße 22
6000 Frankfurt am Main 1

Für englischsprachige Touristeninformationen wendet man sich an:

British Tourist Authority
Thames Tower
Black's Road
London W6 9EL

Sie verteilen auch die sehr reichhaltigen allgemeinen Materialien der angeschlossenen *Channel Islands Tourist Board*, *English Tourist Board*, *Northern Ireland Tourist Board*, *Scottish Tourist Board* und *Welsh Tourist Board.*

Für detailliertere und aktuellere Touristeninformationen hinsichtlich der vier nationalen Regionen (*national regions*) setzt man sich besser mit der entsprechenden Organisation direkt in Verbindung:

Channel Islands Tourist Board
States of Jersey Tourism Committee
Tourist Information Officer
Weighbridge
ST. HELIER
Jersey C.I.

English Tourist Board
Grosvenor Gardens
London SW1W ODU

Northern Ireland Tourist Board
River House
48 High Street
Belfast

Scottish Tourist Board
33 Ravelston Terrace
Edinburgh
Scotland
EH4 3EU

Scottish Tourist Board
19 Cockspur Street
London SW1

Wales Tourist Board
Llandaff
Cardiff Wales
CF5 2YZ

Wales Tourist Board
2/3 Maddox Street
London W1

Auch in Sachen Tourismus ist London ein Fall für sich. Für detaillierte Information – auch über Unterkunft – wendet man sich schriftlich oder telefonisch an

The London Tourist Board
26 Grosvenor Gardens
London SW1W 0DU

– Indien

Indisches Fremdenverkehrsamt
Kaiserstraße 14
6000 Frankfurt/Main 1

– Neuseeland

Fremdenverkehrsamt von Neuseeland
New Zealand Tourist Office
Kaiserhof 7
6000 Frankfurt/Main 1

– Republik Irland

In der Bundesrepublik Deutschland:

Irische Fremdenverkehrszentrale
Untermainanlage 7
6000 Frankfurt 1

In Irland:

Irish Tourist Information Office
14 Upper O'Connel Street
Dublin 1

b. Unterkunft in Großbritannien und Irland

In den 70er Jahren galten Großbritannien und Irland als relativ billige Urlaubsländer. Essens-, Unterkunft- und Transportpreise lagen deutlich unter dem bundesdeutschen Niveau. Eine günstige Umtauschrate bedeutete, daß zumindest DM-Zahler viel Urlaub für ihr Geld kaufen konnten. Viele staatliche Museen, Galerien und historisch interessante Stätten verlangten kein Eintrittsgeld, da sie als Bildungseinrichtungen galten. Heute ist alles anders geworden. Inzwischen gehören gerade Großbritannien und Irland zu den teuersten Urlaubsländern Europas.

Die *Bed and Breakfast*-Unterkunft, einst der Inbegriff einer preisgünstigen Übernachtung, kostet jetzt (1990) £ 10 (ca. DM 30) bis £ 14 (ca. DM 42) pro Nacht und Person. Eine Hotelunterkunft ist von Familien kaum mehr zu bezahlen – wenn Sie weniger als £ 25 (ca. DM 75) pro Nacht und Person für ein verhältnismäßig bescheidenes 2-Sterne-Zimmer bezahlen, erzählen Sie es nicht

weiter. Sie haben viel Glück gehabt. Aus Kostengründen ist ein Großbritannien- oder Irlandaufenthalt für viele Menschen also nur dann möglich, wenn man eine preisgünstige Unterkunft finden kann. Hier finden Sie die Anschriften von Organisationen, die auf diesem Gebiet spezialisiert sind.

Studentenwohnheime

Notgedrungen sind die Universitäten in Folge tiefschneidender Streichungen von staatlicher Unterstützung (*university grants*) darauf angewiesen, das wirtschaftliche Potential ihrer Einrichtungen voll auszuschöpfen. Eine Möglichkeit, die alle Universitäten inzwischen ausnutzen, ist die Vermietung von Studentenwohnungen und -zimmern während der Universitätsferien an Touristen. Für weitere Information schreiben Sie an das

British Universities Accommodation Consortium
Box No. 214
University Park
Nottingham
NG7 2RD

oder an den *Student Accommodation Officer* der Universität Ihrer Wahl. Da das Universitätsjahr in Großbritannien erst Mitte Oktober beginnt, bietet sich diese Unterkunft auch für Kursfahrten der Oberstufe gut an.

Camping und Caravanning

Auf vielen britischen Campingplätzen gibt es größere Wohnwagen (*mobile homes*), die man auch für kürzere Aufenthalte mieten kann. Weitere Auskunft erhalten Sie von

Camping and Caravanning Club Ltd
11 Lower Grosvenor Place
London SW1W 0EY

und

The Caravan Club
East Grinstead House
EAST GRINSTEAD
West Sussex

YMCA/YWCA-Häuser

Die YMCA (*Young Men's Christian Association*) und die YWCA (*Young Women's Christian Association*) sind die britischen Entsprechungen der deutschen Kolpingfamilie. Es gibt YMCA/YWCA-Häuser in den meisten größeren Städten. Trotz des Namens nehmen die Häuser heutzutage Männer, Frauen und Familien gleichermaßen auf. Sie bieten einfache Unterkunft in einer äußerst aufgeschlossenen und freundlichen Atmosphäre an. Weitere Informationen bekommen Sie von den Zentralen:

National Council of YMCAs
640 Forest Road
London E17 3DZ

YWCA Headquarters
2 Weymouth Street
London W1N 4AX

Jugendherbergen
Einst hatten britische und irische Jugendherbergen (*youth hostels*) einen etwas zweifelhaften Ruf: spartanisch in der Einrichtung, puritanisch im menschlichen Umgang und fast militärisch in der Organisation. Jetzt jedoch haben sich auch die Jugendherbergen dem Geist der Zeit und einer verschärften Konkurrenzsituation angepaßt oder anpassen müssen. Wie in der Bundesrepublik und anderswo bieten inzwischen auch die britischen und irischen Jugendherbergen einfache, aber preisgünstige Unterkünfte für Einzelpersonen und Familien an.

Weitere Informationen erhalten Sie bei der

Youth Hostels Association of Britain and Ireland
Trevelyan House
8 St Stephen's Hill
St Albans, Herts
England
AL1 2DY

Die folgenden nationalen *Associations* sind dieser Zentralstelle angeschlossen:

- Youth Hostels Association (England & Wales)
- Scottish Youth Hostels Association
- Youth Hostels Association of Northern Ireland
- Irish Youth Hostels Association

Wenn Sie sich über alle Dienstleistungen der *Youth Hostels Association* generell informieren wollen, dann setzen Sie sich mit

YHA Services
14 Southampton Street
London WC2E 7HY

in Verbindung.

Wenn Sie die irischen und schottischen *Associations* lieber direkt anschreiben möchten, die Anschriften lauten:

Scottish Youth Hostels Association
7 Glebe Crescent
Stirling
Scotland
FK8 2JA

Youth Hostels Association of Northern Ireland
56 Bradbury Place
Belfast
Nordirland

Irish Youth Hostels Association
39 Mountjoy Square
Dublin 1
Republik Irland

London
In der Hochsaison ist es äußerst schwierig, in Central London eine preisgünstige Unterkunft zu finden. Die vier Londoner Jugendherbergen sind im Sommer immer restlos ausgebucht. Wenn möglich, sollte man also auf jeden Fall eine Unterkunft mehrere Monate im voraus reservieren.

Jugendherbergen:

Holland House
Holland Walk
Kensington
London W8

Youth Hostel
38 Bolton Gardens
Earl's Court
London SW5

Youth Hostel
36 Carter Lane
London EC4

Youth Hostel
4 Wellgarth Road
Hampstead
London NW11

Studentenwohnheime:

University of London Accommodation Office
University of London Union
Malet Street
London WC1

Kirchliche und karitative Herbergen:
Die Kirchen und Wohltätigkeitsverbände unterhalten viele Herbergen (*hostels*), besonders in den weniger wohlhabenden Stadtteilen Londons. Wenn alle anderen Möglichkeiten erschöpft sind, kann man im Notfall dort ein Bett in einem Schlafsaal für sehr wenig Geld bekommen. Die *hostels* sind auf jeden Fall sauber

und – anders als häufig behauptet – auch sicher. Als Anlaufstellen für die kirchlichen Herbergen gelten

St Peter's Church
Eaton Square
Victoria
London SW1

The Salvation Army Hostel
Whitechapel Road
Whitechapel
London E1

Zeltplätze:
Es gibt etwa 30 Campingplätze in und um London, aber sie liegen alle ziemlich weit draußen. Informationen über die Belegung der Plätze bekommt man vom

Camping Information Centre
Victoria Station
Terminus Place
Victoria
London SW1

Youth hotels:
In London gibt es zwei *youth hotels*, die verhältnismäßig preisgünstige Unterkünfte anbieten. Die Anschriften der Hotels lauten:

Centre Francais
29 The Boltons
London SW10

International Friendship League
3 Creswick Road
Acton
London W3

c. Diverse Anschriften für Urlauber

In diesem Teil nennen wir Anschriften, unter denen man Informationen über unkonventionellere Urlaube und Urlaubsaktivitäten erhalten kann.

Working holidays
Ein *working holiday* ist teils Arbeit und teils Urlaub. Die jungen Urlauber arbeiten eine im voraus festgesetzte Zahl von Stunden gegen kostenlose Unterkunft und Essen. Manchmal werden auch Reisekosten und Taschengeld bezahlt. Die neueste Ausgabe des *Voluntary Service Opportunities Register* gibt aktuelle Information über *working holidays* in Großbritannien. Die meisten Stellen sind für junge Menschen, die mindestens 16 Jahre alt sind, aber es gibt auch ein paar Möglichkeiten für noch jüngere Personen. Das *Register* und weitere Auskunft erhalten Sie vom

National Youth Bureau
17 Albion Street
Leicester LEI 8PY

Für Irland schreiben Sie an:

Irish Workcamp Movement
22 Esses Quay
Dublin 7

Voluntary Service International
4/5 Eustace Street
Dublin 2.

Activity holidays
Informationen über Sporturlaube werden in Großbritannien und Nordirland von

The Sports Council
70 Brompton Road
London SW3 1EX

und in Irland von der

Assocation for Adventure Sports
Tiglin Adventure Centre
Ashford
Co. Wicklow

erteilt.

Kanal- und Bootsurlaube
Das dichte Kanalnetz Großbritanniens war viele Jahre dem Verfall – und dem Abfall – überlassen. Jetzt wird es nach und nach renoviert und für Freizeitzwecke neu belebt. Für weitere Informationen schreiben Sie an das

British Waterways Board
47 Landseer Road
London N19

Behinderte
Außer beim *British Tourist Authority* können behinderte Reisende und Urlauber kostenlose Hilfe und Auskunft von der

Royal Association for Disability and Rehabilitation (RADAR)
24 Mortimer Street
London W1N 8AB,

erhalten. RADAR ist auch der Herausgeber eines beispielhaften Handbuches *Holiday for the Physically Handicapped.*

Naturschutzgebiete und -parks
Inzwischen gibt es zehn *national parks* in England und Wales (Northumberland National Park, Lake District, North Yorkshire Moors, Yorkshire Dales, Peak District, Snowdonia, Pembrokeshire Coast, Brecon Beacons, Exmoor, Dartmoor) und vier *national park direction areas* (Loch Torridon, Glen Affric, Cairngorm, Glen Nevis and Glencoe) in Schottland. Zusätzlich existieren 33 *Areas of Outstanding Natural Beauty* and 3900 *Sites of Special Scientific Interest*. Anders als in der Bundesrepublik, wo ein sehr großzügiges Gesetz der Öffentlichkeit breite Zugangsrechte zu offenen Naturflächen gibt, unterliegen die *national parks*, die sich weitgehend in Privatbesitz befinden, dem strengen britischen *law of trespass* (Hausfriedensbruch), das auch Naturflächen und Agrarland umfaßt. Es ist deswegen ratsam, auch in den *national parks* nur die öffentlichen Fußwege (*public footpaths*) zu benutzen.

Weitere Informationen erhalten Sie von

The National Trust
PO Box 30
Beckenham, Kent
BR3 4TL

The Country Commission
John Dower House
Crescent Place
Cheltenham, Glos
GL50 3RA

Council for the Protection of Rural England
4 Hobart Place
London SW1W OHY

The Rambler's Association
1-5 Wandsworth Road
London SW8 2LJ

The National Trust for Scotland
5 Charlotte Square
Edinburgh EH2 4DU

Naherholungsgebiete
Die *country parks* entsprechen am ehesten den bundesdeutschen Naherholungsgebieten. Inzwischen haben rund einhundert Städte solche *country parks* in ihrer Nähe und Jahr für Jahr werden weitere eingerichtet. Anders als die bundesdeutschen Naherholungsgebiete bieten die *country parks* den Besuchern viele Aktivitäten an. Auskunft über die *parks* und ihre Programme bekommt man von

The Country Commission
John Dower House
Crescent Place
Cheltenham, Glos
GL50 3RA,

die auch ein kostenloses Programmheft veröffentlicht.

Freilichtmuseen der industriellen Gründerzeit
In den alten industriellen Zentren Nord- und Mittelenglands, Südschottlands und Südwales gibt es eine wachsende Zahl von Freilichtmuseen, die das indu-

strielle Erbe Großbritanniens zeigen. Diese *industrial archaeology parks* sind weiterverbreitet und entwickelter, als es in der Bundesrepublik der Fall ist. Sie sind inzwischen zu Sehenswürdigkeiten geworden, die durchaus mit traditionellen *cottages and castles* zu vergleichen sind. Für weitere Informationen schreiben Sie zunächst an die *British Tourist Authority.*

8. Landeskundliche Aktualisierung

Die landeskundliche Aktualität von Lehrwerken und Textsammlungen stellt ein Problem dar. Kaum ist ein Buch auf dem Markt, sind die darin angebotenen Informationen mindestens teilweise überholt und irreführend. Diese Feststellung gilt nicht nur für Detailangaben wie zum Beispiel Preise, Fahrpläne usw. Gerade im Falle Großbritanniens haben die weitreichenden Reformen der 80er Jahren dazu geführt, daß wichtige Gebiete wie *Education*, *Trade Unionism*, *Immigration* und *Business and the Economy* sich völlig verändert haben. Wo kann man zuverlässige Informationen schnell erhalten? Hier nennen wir Quellen, wo Sie die aktuellsten Entwicklungen und Daten schnell, zuverlässig und mühelos abrufen können. Die vorgeschlagenen Handbücher sind auch für die Lehrerbibliothek bestens geeignet.

Das Commonwealth
Das *Commonwealth Institute* sammelt und verteilt Daten und Informationen über das Commonwealth als Organisation und über Entwicklungen in einzelnen Ländern des Commonwealths. Es stellt auch viele ausgezeichnete Unterrichtsmaterialien (*information packs*, *project packs*) zur Verfügung.

Commonwealth Institute
Kensington High Street
London W8 6NQ

Eine weitere nützliche Informationsquelle ist

The Commonwealth Secretariat
Marlborough House
Pall Mall
London SW1Y 5HX,

das auch *The Commonwealth Yearbook 19...* jährlich verlegt. Das *Year Book* ist von

HMSO Books
Publications Centre
PO Box 276
London SW8 5DT

erhältlich.

Großbritannien und Nordirland
Weitaus die handlichste Quelle für aktuelle Informationen über Großbritannien und Nordirland stellt *Britain, An Official Handbook* dar. Das *Handbook* wird jährlich veröffentlicht und ist mit reichhaltigen Statistiken, Karten und Tabellen versehen. Es ist bei

HMSO Books
Publications Centre
PO Box 276
London SW8 5DT

sowie allen *HMSO Bookshops* erhältlich.

Das *British Council* – s. S. 273 f. – stellt auch viele Informationsmaterialien zur Verfügung.

Die USA
Die Informationsabteilung der amerikanischen Botschaft in Bonn veröffentlicht den *American Newsletter*, der kostenlos an Schulen verschickt wird. Der *Newsletter* beinhaltet allerlei Informationen und Daten über Entwicklungen in den USA. Schreiben Sie an die

Botschaft der Vereinigten Staaten von Amerika
Informationsabteilung
Deichmanns Aue 29
5300 Bonn 2

Das Amerika-Haus – s. S. 274 f. – stellt auch viele Informationsmaterialien zur Verfügung.

Eine ausgezeichnete Quelle von Detailangaben und umfangreicheren Informationen über die USA ist der *Information Please, The 19.. Almanac*, der in der Bundesrepublik im Klett-Verlag erschienen ist (Klettnummer 516152).

Kapitel 12: Abkürzungen

Vor allem in Zeitungstexten stellen Abkürzungen häufig ein Problem dar. Hier haben wir versucht, ein Verzeichnis von Abkürzungen zusammenzustellen, die in solchen Texten vorkommen können. Das Verzeichnis ist selbstverständlich keineswegs vollständig. Im Gegenteil, wir konnten nur einen Bruchteil der vielen Abkürzungen, die jetzt verwendet werden, hier aufführen. Technische und häufig benutzte Abkürzungen, die wahrscheinlich schon bekannt sind, haben wir durchweg ausgelassen. Häufig jedoch reicht es nicht aus, eine Abkürzung einfach zu entschlüsseln. Nehmen wir zum Beispiel die Abkürzung "BFBS. Es hilft nur wenig zu erklären, daß diese Buchstaben die Abkürzung für "British Forces Broadcasting Service" und für "British and Foreign Bible Society" sind. Während Leute im norddeutschen Raum wahrscheinlich mit dem Begriff "British Forces Broadcasting Service" irgend etwas anfangen können, gilt dies nicht notwendigerweise für Leute aus dem Süden Deutschlands. Dort ist AFN, also "American Forces Network", geläufiger. Auch die kennt sicherlich nicht jeder. Außerdem gibt es eine ganze Reihe von Abkürzungen, wie zum Beispiel CARE, IRA und KKK, die durchaus bekannt sind, zu denen zusätzliche landeskundliche Informationen nützlich wären. In solchen Fällen haben wir einen Begleittext erstellt. Längere Texte, die u. U. im Unterricht benutzt werden können, sind mit einem viereckigen Symbol (◆) gekennzeichnet. Diese Texte können ohne weitere Bearbeitung seitens des Lehrers verwendet werden. Für weitere Beiträge und Anregungen wären die Autoren dankbar.

A A A

AA	1. Advertising Association 2. Alcoholics Anonymous 3. antiaircraft (gun) 4. Architectural Association 5. Automobile Association 6. adults admitted (film censorship classification)
AAA	1. Amateur Athletics Association 2. American Automobile Association
AAS	1. American Academy of Arts and Sciences 2. Agnostics' Adoption Society
AAU	(US) Amateur Athletics Union
ABA	1. (GB) Amateur Boxing Association 2. American Bankers' Association 3. American Bar Association
ABC	1. Argentina, Brazil and Chile 2. Associated British Cinemas 3. Australian Broadcasting Commission 4. American Broadcasting Company
ABM	anti-ballistic-missile
ACAS	1. Advisory 2. Conciliation and Arbitration Service
ACGB	Arts Council of Great Britain

AD — *anno Domini* year of our Lord
› *AD* is placed before the year: AD 1066

ad lib — *ad libitum* at pleasure, as you will

ADP — automatic data processing

AEA — Atomic Energy Authority

AEF — Amalgamated Union of Engineering and Foundry Workers

AERE — Atomic Energy Research Establishment

AEU — Amalgamated Engineering Union

AFC — Association Football Club

AFN — American Forces.Network (in Germany only)

AGM — Annual General Meeting

AHA — Area Health Authority

ai — amnesty international

AP — Associated Press

ASA — Amateur Swimming Association

asap — as soon as possible

ASEAN — Association of South Eastern Asian Nations

ASSET — Association of Supervisory Staffs, Executives and Technicians

ASSR — Autonomous Soviet Socialist Republic

ASTMS — Association of Scientific, Technical and Managerial Staffs

ATV — (GB) Associated Television

AUEW — Amalgamated Union of Engineering Workers

AV — Authorized Version (of Bible)

AWOL — absent without leave

AWRE — Atomic Weapons Research Establishment

B B B

BA — Bachelor of Arts

BAA — British Airports Authority
› Government agency responsible for running Britain's airports

BAFU — Bakers', Food and Allied Workers' Union

BAOR — British Army of the Rhine
› Name given to British army units stationed in West Germany

Barr — barrister
◆ The British legal system distinguishes between two kinds of lawyer, barristers and solicitors. Only barristers are allowed to bring pleas (= represent clients) in the higher courts. Some barristers are appointed Queen's (or King's) Counsel with the title QC (or KC). These barristers can also represent the Crown, i.e. the Government, in the higher courts. QCs – or KCs – are instructed by the Public Prosecutor, i.e. *Staatsanwalt*, but public prosecutors cannot themselves bring pleas.

BASIC — Beginners' All-Purpose Symbolic Instruction Code (computer)

B&B — bed and breakfast

BC — 1. before Christ 2. British Council
› *BC* is placed after the year: 410 BC

BD — Bachelor of Divinity

BEd — Bachelor of Education

BFBS — 1. British Forces Broadcasting Service 2. British and Foreign Bible Society
◆ The British and Foreign Bible Society was an interdenominational protestant organisation founded in London in 1804. Its aim was to

supply bibles in ordinary language to people of all races at a price they could afford. It was the first bible society and did missionary work troughout the British Empire, particularly in Africa. Today, it is called just the Bible Society.

BFI British Film Institute

BFPO British Forces Post Office (*"Feldpost"*)

BHC British High Commissioner

BHS British Home Stores (large department store)

BIM British Institute of Management

BL British Leyland

› Now trades under the name of Rover Cars, which was in turn taken over by British Aerospace in 1989. BL's most famous make of car was the Mini.

BM 1. British Museum 2. British form of BMW (German car)

BMA British Medical Association

B Mus Bachelor of Music

BNB British National Bibliography

bo body odour (*Körpergeruch*)

› *bo* was made famous by a TV ad for deodorant which showed a pretty girl wrinkling her nose as a good-looking young man came near her. Out of camera came the question: "Have *you* got bo?"

Br Brother (religious: Br John)

BR British Rail

BRCS British Red Cross Society

Bros brother, brothers (commercial: Walter Clarke & Bros Ltd)

BS (US) Bachelor of Science

BSc (GB) Bachelor of Science

BSI British Standards Institute, British equivalent of DIN in Germany

BST British Summer Time

◆ The British were the first to start changing the clocks in spring and autumn. During the wartime blackout, it was decided to put clocks forward one hour in the early spring so as to extend the hours of daylight into the evening, and back one hour in late autumn so as to get more daylight in the early morning. This was originally done to help farmers, and so BST used to often be called "farmers'time" or "country time". After the war, the idea was retained as, among other arguments, a road safety measure. The idea has now been adopted by numerous other countries, chiefly as an energy saver.

Bt Baronet

› The lowest order of the British nobility with the hereditary title *Sir*: Sir James Cunningham, Bt.

BTA British Tourist Authority

BV Blessed Virgin

BVM Blessed Virgin Mary

BWI British West Indies, now just WI

C C C

c 1. cent(s) 2. century 3. *circa* 4. cubic

CA 1. Consumers' Association 2. Court of Appeal 3. Chartered Accountant (*Steuerberater*)

CAB Citizens' Advice Bureau

› Independent organisation offering free advice on all matters of everyday life

CAD computer-assisted design

CALL computer-assisted language learning

CALT computer-assisted language teaching

CAM computer-assisted manufacture

Cantab *Cantabrigiensis* from the University of Cambridge

› Joan Doe, BA (Cantab) = Joan Doe has a Bachelor of Arts Degree of the University of Cambridge. See also *Oxon*

CAP Common Agricultural Policy (EC)

CARE (US) *Co-operative for American Relief Everywhere*

◆ CARE was a private charitable organisation set up after the second world war to provide relief, mainly in the form of food and clothing, to war-torn parts of Europe and Asia. CARE was non-political and non-denominational, and did much to relieve suffering, particularly – but not only – among German refugees from eastern Europe. CARE parcels were rejected by the Soviet Union, who accused the organisation of subversion.

CAT 1. College of Advanced Technology 2. computer-assisted teaching 3. computer-assisted typesetting (printing)

CBA cost benefit analysis (*Kosten-Nutzen-Rechnung*)

CBC Canadian Broadcasting Corporation

CBI Confederation of British Industries, British employers organisation

CBS Columbia Broadcasting System, major US private broadcasting company. See also NBC

CC 1. County Council 2. County Court

CD Civil Defence

CDC Commonwealth Development Corporation

CEGB Central Electricity Generating Board

CEMS Church of England Men's Society (see also YMCA)

cert 1. certified (*registriert, zugelassen*) 2. certificate

› "Cert" is sometimes used as a word as in "Have you got your school cert?"

CET Central European Time

C4 *Channel Four*

› Second channel offering a high standard of entertainment and information services set up by Independent Television (GB) to compete with BBC2. Equivalent to the German Third Programmes. C4 is claimed by some to offer the best TV programmes available.

CGT Capital Gains Tax

CI Channel Islands

› The islands of Jersey, Guernsey and Alderny off the coast of Normandy in France. These islands are the last remains of Britain's extensive possessions in France during the Middle Ages, and were the only part of Britain to be occupied by German forces in the second world war.

CIA *Central Intelligence Agency*

› Based not far from Washington DC at Langley in Virginia, the CIA is responsible for America's intelligence activities outside the USA. See also FBI.

CID Criminal Investigation Department

cif cost, insurance, freight

	⟩ Commercial designation meaning that the seller pays the costs of insurance and freight as far as a designated place, e.g. "cif Bombay".
C-in-C	Commander-in-Chief
CJ	Chief Justice
cl	1. class 2. centilitre(s)
CLB	Church Lads' Brigade, youth organisation of the Church of England
CMP	Commissioner of the Metropolitan Police, Britain's No. 1 policeman
CMS	Church Missionary Society, missionary organisation of the Church of England
CNAA	Council for National Academic Awards
CND	Campaign for Nuclear Disarmament
Co	company, e.g. John Smith & Co
CO	*Commanding Officer* ⟩ Often used as a word as in "Have you seen the CO anywhere?" Can be used ironically of anyone, for example a dominating marriage partner or colleague. Husbands sometimes use it of wives as in "Let's go down to the pub." "Fine. I'll just go and ask the CO."
c/o	*care of* ⟩ Used when addressing post to a person temporarily staying at someone else's address as in Mr J. Smith, c/o Mrs Mary Brown, 17 Duck Lane, ... Please note that *c/o* can only be used before persons, not places.
COBOL	Common Business Orientated Language, computer-programming language (see also BASIC)
COD	1. cash on delivery (*Nachnahme*) 2. Concise Oxford Dictionary
CofE	Church of England
COHSE	Confederation of Health Service Employees
COI	(GB) Central Office of Information ⟩ The COI is *not* the British equivalent of the American CIA (see above).
Con	(GB) of the Conservative Party ⟩ You will often see "Con, as in John Smith, Con, but this is in fact wrong. See also Lab, Lib.
cont	1. contents 2. continued
Corp	Corporation
Coy	Company ⟩ This is a military term. Do not confuse with "Co", the abbreviation for a commercial company (*Gesellschaft, Firma*).
CP	1. Cape Province (South Africa) 2. Communist Party
CRT	cathode ray tube (TV)
CS	1. (GB) Civil Servant 2. Civil Service
CSC	Civil Service Commission, governing body of British civil service
CSE	Certificate of Secondary Education ⟩ The CSE has now been replaced by the new GCSE (General Certificate of Secondary Education), which can be taken, at the appropriate level, by all pupils. The old CSE was the British equivalent of the German *Hauptschulabschluß.*
CST	(US) Central Standard Time
CTC	Cyclists' Touring Club
CUP	Cambridge University Press
CWS	Co-operative Wholesale Society
CYMS	Catholic Young Men's Society (See also CEMS, YMCA)

D D D

DA (US) District Attorney (*Staatsanwalt*)

DAR *Daughters of the American Revolution*
highly conservative women's organisation originally limited to women directly descended from families taking part in the American War of Independence.

DB Domesday Book
› The DB was a detailed register of population and landed possessions in England that William I (the Conqueror) had compiled by a board of Domeday Commissioners between 1067 and 1075.

dbl double

DD Doctor of Divinity, higher degree in Theology

D-day Code name for the allied landings on the coast of Normandy in 1944
› Some claim "D-day" means "Dwight day" for the Allied Commander-in-Chief, General Dwight Eisenhower, though this is much disputed. More likely: Debarkation Day. Today "D-day" is used generally to mean the first day of any important course of action, as in "We're starting a big new advertising campaign next year. D-day is 6th June."

dec deceased (= dead)

Dem (US) Democrat

DG 1. *Dei Gratia* God willing 2. Director General

DHSS Department of Health and Social Security (see also NHS)

diag diagram

dinky double income, no kids

Dip diploma

Dip Ed (GB) *Diploma in Education*
› Holders of general degrees wishing to become teachers have to take an additional qualification, the Diploma in Education. (Joan Doe, BA, Dip Ed)

Dir Director

DIY *Do-It-Yourself*
› Once used just for such things as decorating and car mechanics, DIY has now spread to other areas of life as in "Doctors are worried about DIY medicine".

DJ 1. dinner jacket (*Smoking*) 2. disc jockey

D Litt Doctor of Literature

DN *Dominus noster*, Our Lord

DNA *deoxyribonucleic acid* fundamental constituent of genes

DNB Dictionary of National Biography

DOA Dead On Arrival (at hospital)

doz dozen

DP displaced person, i.e. a refugee

DPAS Discharged Prisoners' Aid Society

D Phil Doctor of Philosophy

DPP Director of Public Prosecutions

D Sc Doctor of Science

DT *delirium tremens*
› Extreme state of alcoholism characterized by trembling, particularly of the hands, and by optical illusion, often involving animals (little white mice, elephants etc.). "DT" can be used as a word as in "John Smith has got to go to a special clinic. He's got the deetees.

dupl	duplicate
DV	*Deo Volente* God willing. See also DG, *Deo Gratia.*
E E E	
EAEC	European Atomic Energy Community (now called Euratom)
EBU	European Broadcasting Union
EC	European Community. See also EEC below.
Ed	1. edited by 2. editor 3. edition 4. education (BEd)
EEC	European Economic Community, the forerunner of the EC (see above)
EFTA	European Free Trade Association ◆ Set up as a loose free trade association in industrial goods as an alternative to the EEC in 1959 with headquarters in Stockholm. The original members of EFTA were Austria, Britain, Denmark, Norway, Portugal, Sweden and Switzerland. Trading policy with countries outside EFTA was left up to the individual members, and no kind of political co-operation, much less union, was foreseen. Britain and Denmark left EFTA in 1973 to join the EEC, and Portugal followed them in 1986. Today EFTA could get another lease of life as a "halfway house" for East European countries like Poland, Hungary etc. on their way to joining a fully integrated Europe.
eg	*exempli gratia* for example. Often written with points, e.g.
enc(l)	enclosed, enclosure (*Anlage*)
EO	Executive Officer (navy), now sometimes used as a commercial title as well
E&OE	errors and omissions excepted (disclaimer at end of legal document, letter, list)
EP	extended play record (45 rpm), now defunct
ER	*Elizabeth Regina* Queen Elizabeth
ESP	Extra-Sensory Perception
Esq	Esquire 〉 Historically, from "squire", i.e. a young man assisting a knight and sometimes being prepared for the knighthood under the knight's supervision (*Schildknappe*). From 17th century onwards used to describe a substantial, but common, i.e. not of noble birth, landowner. As form of address, e.g. J. Smith, Esq, the expression has become debased and ought to be avoided.
EST	(US) Eastern Standard Time
eta	estimated time of arrival
et al	1. *et alii* and other people 2. *et alia* and other things
et seq	*et sequens* and the following
excl	excluding
ext	1. exterior 2. external
F F F	
FA	Football Association 〉 As in a number of other cases, for example of the post office, the qualification "British" is not required as the British organisation was the first one of its kind.
FAO	Food and Agricultural Organisation, an agency of the United Nations set

up to encourage and supervize agricultural developments in the Third World.

FBA Fellow of the British Academy

FBI Federal Bureau of Investigation

› Federal organisation set up to fight cross-state crime in the USA. Some functions of the FBI have made it the domestic equivalent of the CIA, i.e. a kind of intelligence organisation. Made famous by its gangbusting activities in the 1920s and 1930s, the reputation of the FBI suffered badly because of its involvement with McCarthyist persecution of suspected Communists and liberal intellectuals in the 1950s.

FD *Fidei Defensor* Defender of the Faith.

› This title was given to Henry VIII by Pope Clement V for a religious book in which the king argued on behalf of the Catholic faith against Protestant heresy. The pope's flattery of the king didn't help much. Henry later took control of the church in England himself and distributed huge areas of church land among his supporters. The British monarch still makes use of the title, however, which can be seen on some coins.

Fed 1. federal 2. Federation

› Often used to speak of FBI agents as in "The Feds arrested Al Capone for tax evasion".

fem 1. female 2. feminine

fl 1. fluid 2. floor

FO Foreign Office (*Außenministerium*)

fob free on board

› Commercial designation meaning that the seller pays the costs of the delivery of goods as far as the designated port, for example "fob Mombasa", but does not pay for them to be unloaded there and transported to the premises of the customer. This is important in cases where ships are unloaded at sea and the cargo is taken to land by barges (lighters). "fob" is thus often used for cargos going to less developed areas of the Third World.

fol(l) following

for foreign

Fr 1. Father (Fr Benedict) 2. France/French

FRS Fellow of the Royal Society

› The Royal Society, full name the Royal Society for the Promotion of Natural Knowledge, i.e. science, was founded in 1660 and incorporated by royal charter by Charles II in 1662. Unlike the continental academies, eg.g. the *Académie Française*, the Royal Society maintained its independence from the state and quickly became a recognized centre for scientific research and philosophical investigation.

G G G

gal(l) gallon

› Former British measure of liquid volume equivalent to 4.546 litres. Britain has now changed over to the metric system, though gallons are still widespread on, e.g. petrol pumps. One should distinguish between the British – or Imperial – Gallon and the US Gallon, which amounts to 3.785 litres. British gallons are still in use in many Commonwealth countries.

GATT General Agreement on Tariffs and Trade

◆ GATT, a very largely US international initiative to ban unfair trading practices such as quotas and tariff barriers to protect domestic industries from foreign competition, came into force on 1 January 1948. GATT was originally an interim agreement among 23 countries to bridge the gap until the United Nations had built up an international trade supervision agency. When the UN failed to act, GATT, with headquarters at Geneva, was expanded and made permanent.

GC George Cross, the highest British award for civilian bravery. (See also VC)

GCE General Certificate of Education, now superseded by the GCSE (see next entry and CSE above)

GCHQ (GB) Government Communications Headquarters

〉 Situated at Cheltenham Spa in Gloucestershire, GCHQ is the British equivalent of the CIA's data and communications centre at Langley, Virginia. Very Top Secret.

GCSE General Certificate of Secondary Education

◆ The GCSE was introduced by Mrs Margaret Thatcher's third Conservative administration in 1988. The GCSE effectively combines the earlier CSE (Certificate of Secondary Education) and GCE (General Certificate of Education) into a general examination for all secondary pupils. As in the case of the GCE, Ordinary Level is taken at the end of the Fifth Year at 16, and Advanced Level at the end of the Upper Sixth at 18. Both O and A Level are graded into five classes from A to E, though D and E Grades are virtually worthless; they are in effect "a confirmation of stupidity". Most universities require an A Grade in the main subject to be studied. The GCSE has, however, introduced further changes, chief among which is that the examination is a) based on a newly constructed "National Curriculum" issued by the Department of Education and Science and common to all schools and b) based partly on anonymous and public examination by university examination boards and partly on teacher assessment, as in Germany. Critics of the GCSE complain that the National Curriculum is hopelessly overloaded and that, as candidates are only expected to take two or three subjects, there is also still far too much specialization at A Level.

GHQ General Headquarters, once a purely military term, GHQ is also now used for commercial organisations.

GI (US) General Infantryman

GLC Greater London Council

◆ The GLC was set up in 1965 by Harold Wilson's Labour administration to supervize and co-ordinate the activities of the 12 Inner London Boroughs (Camden, Greenwich, Hackney, Hammersmith and Fulham, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth, (City of) Westminster) and the 20 Outer London Boroughs (Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Haringey, Harrow, Havering, Hillingdon, Hounslow, Kinston upon Thames, Merton, Newham, Redbridge, Richmond upon Thames, Sutton, Waltham Forest), the borough (= citizens' assembly) being the smallest administrative unit. The GLC replaced the former London County Council – LCC – and

the small county of Middlesex. The City of London was independent of the GLC, being run by the Corporation of the City of London. The GLC was scrapped by Mrs Margaret Thatcher's second Conservative administration in 1986, its function passing to central government. Although this was done, at least overtly, to get rid of what was said to have become an expensive, remote and unnecessary bureaucracy, and to put more power into the hands of the Boroughs at local level, in fact there was – and still is – an uncomfortable feeling that this was in part a political decision. The GLC was radically socialist, and a thorn in the side of the Conservative government.

GM	George Medal. Second highest award for civilian bravery after the George Cross
GMT	Greenwich Mean Time
GNP	Gross National Product, the total value of all goods and services produced by a national economy in a year.
gov(t)	government
GP	General Practitioner (*praktischer Arzt*)
GPO	General Post Office (*Hauptpost*), i.e. a post office offering all postal services (see also PO)
grad	graduate, possessor of a first degree granted by a recognized university
gt	great

H H H

H-bomb	hydrogen bomb
h&c	hot and cold (water in a hotel room)
HE	1. high explosive 2. His/Her Excellency (of ambassadors) 3. His Eminence (of cardinals)
HF	high frequency (radio waves)
HH	His Holiness (of popes)
HM	1. His/Her Majesty 2. His/Her Majesty's
HMG	His/Her Majesty's Government
HMS	His/Her Majesty's Ship
HMSO	His/Her Majesty's Stationery Office (British government printers)
Hon	1. honorary (of person doing job for the public good without pay) 2. Honourable, form of address used for Members of Parliament when speaking to or about each other in the House of Commons, as in "the Honourable Member for Finchley", i.e. Mrs Thatcher, or "the Honourable Gentleman opposite", i.e. Mrs Thatcher talking to or of Neil Kinnock. The same form of address is used for some members of the nobility.
HP	1. hire purchase 2. horse power
HQ	headquarters
HRH	His/Her Royal Highness

I I I

ibid	*ibidem* "in the same place". Used in source references when referring to the same source more than once
i/c	in charge
ICBM	intercontinental ballistic missile

ie *id est* that is, often written *i.e.*

ILO International Labour Organisation

- The ILO is a specialized agency of the United Nations responsible for labour and labour policy in the widest sense. It was originally created as part of the old League of Nations in 1919 under the terms of the Treaty of Versailles. The ILO was one of the more successful features of the old League of Nations, and was one of the only agencies taken over by the UN virtually unchanged. Specifically, the ILO concerns itself with labour relations, working conditions, including the abolition of slavery and bonded labour, child labour, technical assistance such as the setting up of rural industries and the compilation of labour data and statistics.

IMF International Monetary Fund

- The IMF is a specialized agency of the United Nations which was set up as one result of the Bretton Woods Conference held at Bretton Woods, Massachusetts, in 1944. The aim of the Bretton Woods Conference was to re-establish and regulate international monetary cooperation, particularly the convertability of money and its attendant exchange rates, in the wake of the second world war. This was perceived as the essential prerequisite for a resumption of international trade. The IMF was established to reach these goals. The agency's activities soon went beyond the mere coordination of national and international monetary policy. Its Standy Arrangements (1952) and further measures introduced in 1962, 1966 and in the 1970s mean that the IMF can help countries with balance-of-payments and liquidity problems directly. Its subsidiary organisation, the International Bank for Reconstruction and Development, launched a huge long-term programme to help the poorest countries of the Third World in 1986.

IMO International Maritime Organisation

- The IMO is a specialized agency of the United Nations set up in 1958 as a result of decisions made at the United Nations Maritime Conference held ten years earlier, in 1948. The agency adopted its present name in 1982, being formerly known as the Inter-Governmental Maritime Consultative Organisation (IMCO). The aim of the IMO is to regulate and co-ordinate shipping and maritime law and practice worldwide. Hence it deals with such issues as the carrying of dangerous cargoes, telecommunications, the standardization of maps and charts, the registration of wrecks and hazards and ship design and safety. With increasing interest in environmental issues, a special agency, the Maritime Environment Protection Committee (MEPC) was set up in 1973 to protect the seas from environmental damage, particularly caused by the transport of oil and toxic chemicals. The IMO's headquarters is in London.

Inc (US) Incorporated (*GmbH*)

incl 1. including 2. inclusive

inf *infra* below

infra dig *infra dignitatem* beneath a person's/one's dignity or professional/social status (*nicht standesgemäß*)

Inst institute

int 1. interior 2. internal 3. international

intro introduction

IOC International Olympic Committee

› The IOC was established in Paris in 1894 to organize and regulate the modern Olympic Games.

IOU I owe you

IQ intelligence quotient

IRA Irish Republican Army

◆ The IRA, set up in January 1919, was the successor of the Irish Volunteers, a militant nationalist group formed in 1913 to press for Irish independence from Britain, if necessary by violent means. The IRA was, in effect, the unofficial para-military wing of *Sinn Féin* (the Irish Nationalist Party), which was pursuing the same ends by political and diplomatic means.

During the Irish War of Independence (1919-21), the IRA proved to be a highly efficient and well led fighting unit. Its guerrilla tactics against the British army and police forced Britain to withdraw from the whole of Ireland with the exception of the six Protestant counties of Northern Ireland, which had decided to remain part of the UK, in 1922. Apart from its military expertise, the success of the IRA was in great measure due to the support it got from the civilian population and the Roman Catholic church. It was financed by Irish nationalist immigrant groups in the USA and on the British mainland. Since the renewed outbreak of unrest in Northern Ireland in 1967, the IRA has again become active. Disputes within the organisation about the use of violence against civilian targets led to a split into the "official", i.e. traditional, and the "provisional", i.e. modern, wings. Of the two, the latter is by far the larger grouping. One ought to be a little careful about comparing the Provisional IRA – or "Provos" – now active in Northern Ireland with the Official IRA and even less with the original IRA of the War of Independence. There is at least some evidence to suggeset that the Provos have become an extremist terrorist organisation bent on imposing Marxist political solutions on Ireland. Some would say that the last thing the Provos want is what London and Dublin are working towards, namely an orderly transfer of power to Dublin after a simple majority of the people of Northern Ireland have expressed their wish to reunite with the Republic in a democratic referendum.

ITA Independent Television Authority

› Body set up to supervize and co-ordinate the activities of independent television programme companies. As a public watchdog, the ITA is the equivalent of the BBC's Board of Governors. The membership of both organisations is elected.

ITV Independent Television

◆ ITV was introduced by Act of Parliament in 1952 to break the BBC's monopoly of TV broadcasting. ITV's one channel is used by a consortium of regional programme companies, who earn their revenues entirely by advertising (the "American system"). Fears that ITV would trivialize TV have not been realized: its news service and investigative current affairs programmes count among the best and most fearless in the world. In 1972 a second ITV channel, Channel 4, was added to compete against the BBC's channel for a more discerning audience. (See C4 above). Since then, the old ITV channel has been renamed ITV1.

J J J

JC Jesus Christ

Jnr (GB) junior

JP Justice of the Peace

› A magistrate, i.e. non-professional lay judge, who deals with petty offences and misdemeanours such as traffic offences, trespassing, drunkenness etc., sending more serious matters to be dealt with by a higher court. JPs are unpaid, and are assisted by a professional adviser, called the Clerk of the Court, or the Clerk to the Justice. JPs are appointed by the Lord Chancellor, the head of the judiciary, from candidates suggested to him by the county courts. Although non-professional, today JPs are expected to take part in courses and seminars on basic law and court practice. The office was first established in 1361.

Jun (AE) junior

K K K

KGB Soviet ministry of state security

KKK Ku-Klux-Klan

◆ Name of either of two racialist terrorist organisations in the USA, one active from immediately after the Civil War (1861-1865) until the mid-1870s and the other from 1915 until modern times. The earlier KKK started as a social club for Confederate veterans at Pulaski, Tennessee in 1866. Its name – at first harmless – came from the Greek word *kyklos* (circle) and the Scottish word *clan* (family). The KKK social club quickly became a centre of resistance to the reform policies of the federal government, which involved the freeing of the slaves and the enfranchisement of blacks. The KKK tried to make the federal Radical Reconstruction programme ineffective by terrorizing the black population and their white supporters.

To some extent, the KKK was not entirely unsuccessful. White rule was reimposed in the three states of North Carolina, Tennessee and Georgia in 1868. However, sickened by the violence and ritual murder of the organisation he himself had helped to create, the head of the KKK, General Nathan Bedford Forrest, ordered its abolition in 1868. Then Congress passed the Force Act (1870) and the Ku Klux Act (1871), which ensured its disbandment. The 20th century KKK, founded near Atlanta, Georgia in 1915, is more broadly based than its 19th century namesake. It is crudely populist, adding a dislike of Roman Catholics, Jews, foreigners, organized labour, industrial progress and central government to its continuing hatred of blacks. In effect, it expresses the crudest prejudices of the Protestant farming community. In spite of gaining some temporary support during periods of agricultural depression, the modern KKK is of only very minor significance.

KO knock-out

L L L

LA 1. Legislative Assembly 2. Los Angeles

Lab (GB) Labour Party

For the early development of the Labour Party, see the entry TUC.

◆ After the 1918 General Election, the Labour Party, campaigning for the first time in its own right, was the second most successful party after the Conservatives. The Labour Party thus became the official Opposition, displacing the Liberal Party as the obvious alternative to the Conservatives. In January 1924, with the help of the Liberals, the Labour Party was able to form its first administration, but it survived less than a year. Internal quarrelling with the Liberals over economic and social policy led to a withdrawal of Liberal support, which led in turn to the fall of the government. The same thing happened in 1929, when the Labour Party, the strongest single party, again had to make use of Liberal support in order to ensure an overall majority in the Commons.

In 1945, under Clement Attlee, the Labour Party was able to win an overall majority without having to go into coalition. Attlee's administration saw the setting up of the National Health Service and numerous other social reforms which created the Welfare State, the nationalization of key industries such as coal, electricity, water, iron and steel and the railways, the implemation of the 1944 Education Act, making school attendance compulsory up to the age of 15, and the granting of independence to India. Attlee's administration created the "dear Britain" of the 60s and 70s, which Mrs Margaret Thatcher's three Conservative administrations have done so much to change. Like social democratic parties everywhere, the Labour Party has also always been confronted with the problem of balancing economic necessity and financial prudence with social reform and supporting less advantaged – and also less productive – members of society. Also, the Labour Party's dependence on state institutions to carry out ambitious social and industrial policies has led to charges of its undervaluing individual talent and curtailing the rights of the individual. The present leader of the Labour Party, Neil Kinnock, has succeeded in reforming the old union-dominated working class party into a modern social democratic party like the SPD. It remains to be seen how the new Labour Party gets on in the 1990s.

lb Abbreviation for Latin *libra mercatoria* (pound), former British measure of weight, now abandoned in favour of metric measures. The British pound is equivalent to 453 g, not 500 g.

LEA Local Education Authority

◆ Within quite broad limits laid down by central government, the day to day running of British education is in the hands of LEAs organized on a county or metropolitan area basis. Traditionally, the LEAs have enjoyed a good deal of autonomy from central control, and have been allowed to organize their schools in accordance with local needs. The disadvantage of this free for all system to a strongly centralist government is that national educational policy is hard to implement on the ground. Reforms contained in the 1986 Education Act introducing the National Curriculum (see GCSE above), tend to take power away from the LEAs, who have been reduced to not much more than distributors of government money, and to give more power to central government and to school heads and governors. If a majority of parents wish,

schools can opt out of the LEAs altogether, and operate as state-financed independent schools. If opting out becomes widespread, this will mean that for the first time central government will, through direct financing, have a more direct influence on what goes on in Britain's classrooms. Looking at the state of many British schools, this may not be a bad thing.

lh left hand

lhs left hand side

Lib (GB) Liberal Party

◆ Throughout the 18th and early 19th centuries, the Whig Party represented non-Conservative interests in Parliament. After the first Reform Act of 1832, which gave the vote to the emerging middle class, the Whigs attracted the business and industrial interests. As these new groups grew in size and confidence, the Whigs changed their name to Liberal, i.e. free trade and no state interference in economic, above all industrial, affairs. The Liberal Party was the party of modernization and reform throughout the second half of the 19th century, finally being ousted by the Labour Party after the election of 1918.

ll line ... to line ... as in ll 23-42

LLB Bachelor of Laws

LMT (US) Local Mean Time

loc cit *loco citato* in the place mentioned, used in source references in academic works

LP long-playing (record)

LSD *lysergic acid diethylamide*, drug that causes what are claimed to be pleasant hallucinations

LST (US) Local Standard Time

Lt Lieutenant

Ltd Limited (*GmbH*)

lux luxury

M M M

M Member

m 1. male 2. married

MA Master of Arts

〉 The MA is a first degree at Scottish universities, and a second degree elsewhere. A Scottish MA is thus usually regarded as being equivalent to everyone else's BA. Seen the other way round, everyone else's MA is a higher degree than a Scottish one, requiring a period of independent study and examination by thesis. An exception to this general rule are the MAs awarded on payment of a small fee by Oxford and Cambridge. These are purely decorative, and their owners have in fact only actually studied for a BA.

masc masculine

MB Bachelor of Medicine

MC 1. (US) Marine Corps 2. Master of Ceremonies 3. (US) Member of Congress 4. (GB) Military Cross

MCC Marylebone Cricket Club (governing body of English Cricket)

MD Doctor of Medicine

MEPC Maritime Environment Protection Committee. For further information see under IMO, of which this is a subsidiary agency.

Messrs Anglicized form of French *Messieur*, i.e. the plural form of Mister/Mr. Used when addressing letters to personal companies or partnerships as in Messrs Smith, Tomlinson and Carey, Solicitors, 17 Duke Street, ...

Mgr Monsignor, rank in the Roman Catholic hierarchy.

MI5 (GB) national security division of Military Intelligence, equivalent to CIA in the USA and BND in Germany.

misc miscellaneous (*Verschiedenes*)

mkt market

MO 1. mail order 2. medical officer 3. money order (post office)

mod cons modern conveniences, used in shortened descriptions of houses or hotel accommodation, as in "all mod cons".

MP 1. (GB) Member of Parliament 2. (GB, US) Military Police

mpg miles per gallon **mph** miles per hour

MS 1. manuscript 2. Motor Ship

MSc Master of Science

MSS manuscripts

N N N

NAAFI (GB) Navy, Army and Air Force Institute

NATO North Atlantic Treaty Organisation

◆ NATO was set up as a result of the North Atlantic Treaty of 4th April 1949. Its aim was to balance the increasing military activity of the Soviet Union and its satellites in Europe. The original members were Belgium, Britain, Canada, Denmark, France, Holland, Iceland, Italy, Luxemburg, Norway and the USA, though from the beginning it was entirely dominated by the latter, which was in fact the only member capable of putting the organisation's aims into effect. Greece and Turkey joined NATO in 1952, West Germany in 1955 and Spain in 1982. France left the organisation in 1966, but continues to be closely associated with it. The central purpose of NATO is expressed in Article V of the North Atlantic Treaty, i.e. that an attack on any member is considered to be an attack on all members. The turn-around policies of the Soviet Union under the presidency of Michael Gorbachev and the resultant democratisation of eastern Europe has placed NATO and its counterpart, the Warsaw Pact, as mere military organisations in question. If they survive at all, it will probably be as regional consultative policy agencies of ever lessening importance.

NB *nota bene* take special note

NCO non-commissioned officer

NHS (GB) National Health Service

◆ The NHS was set up as a result of the National Health Services Act of 1946. As the western world's first fully comprehensive free state health service, the NHS was central to Clement Attlee's Labour administration's determination to create a better and more just society in the wake of the second world war. The cost of the NHS was met entirely out of general taxation. Today some charge is made for prescribed medicines, glasses and dental treatment on a "pay if you can" basis. The NHS is operated by Local Health Authorities (LHAs) organized on a county

basis, e.g. Norfolk County Local Health Authority. The LHAs run maternity and child welfare clinics, health visiting, home nursing services, ambulance services and all kinds of hospitals, including those for the handicapped and mentally ill. They also run Old People's Homes. Doctors have always been free to opt out of the NHS, though – except for a handful of "society doctors" – very few of them do. The NHS is so popular among patients that opting out is tantamount to early retirement. The NHS is at present being reformed by Mrs Margaret Thatcher's third Conservative administration, but the government's plans to "privatize" large sectors of the service have already run into severe opposition from patients, doctors and nurses. It is doubtful if a radical departure from the NHS's aim to provide a cradle-to-grave free medical service as a human right is politically possible.

non-U not upper class (= common, vulgar)

nr near

NSPCC (GB) National Society for the Prevention of Cruelty to Children

O O O

OAP (GB) old-age pensioner

OAS Organization of American States

◆ The OAS Charter was signed on 30 April 1948 as the final act of the Ninth Pan-American Conference in Bogot , Colombia. The broad aim of the OAS, like its counterpart in the Northern Hemisphere, NATO, is to ensure the peace and security of North, Central and South American states, all of which, except Canada, belong to it. Cuba was excluded in 1962.

As in the case of NATO and similar military alliances, the central idea behind the OAS is that an outside attack on any one member is seen as an attack on all members. The great political and economic diversity of its member states handicapped the OAS from the beginning. During the 70s and 80s quarrelling among the Central American states, and quarrels between them and the USA, as well as the problem of drug trafficking, have made the organisation largely ineffective.

OAU Organization of African Unity

◆ The OAU, to which all African states with the exception of South Africa and its former satellite, Namibia, belong, was set up on 25 May 1963. Its headquarters are in Addis Ababa, Ethiopia.

Despite frequent internal quarrelling (which has led to a good deal of short-term comings and goings among the members), the OAU has been more effective as a peacekeeper and mediator than most mammoth international organisations. The OAU mediated successfully in the Algeria-Morocco dispute of 1964-65, and in the frontier disputes between Ethiopia, Somalia and Kenja in 1965-67. In tribal and cross-cultural disputes its efforts have, however, been less successful. The OAS has provided a united "African voice" with the United Nations, where its work against apartheid and the remnants of colonialism in Africa has been extremely effective.

ob *obiit* dead

〉 The use of the abbreviation *ob* for a dead person has been very largely replaced with that of *dec* for "deceased". The root word *obiit* survives,

however, in "Obituary", the death notices of well-known people that appear in the quality press, above all in the *Times* and the *Daily Telegraph*. The suspicion is that obituaries have sometimes been written or edited by the dead celebrity himself – or herself.

OECD Organisation for Economic Co-operation and Development

◆ The OECD was set up by a convention signed by 18 European industrial countries and the USA and Canada on 14 December 1960. The organisation began its activities in 1961 and represents an extension of the Organisation for European Economic Co-operation (OEEC) founded in 1948 to co-ordinate the economic and industrial reconstruction of Europe under the Marshal Plan. The aim of the OECD is to encourage world trade and economic development as these are perceived by the industrialized world. This narrower aim is one major difference between it and the International Monetary Fund (see IMF). The OECD does not grant or arrange loans, either.

OEEC Organisation for European Economic Co-operation (See OECD above)

OHMS On His/Her Majesty's Service

ono or nearest offer

op cit *opere citato* in the work mentioned

OPEC Organization of Petroleum Exporting Countries

◆ International petroleum industry organisation set up in January 1961 by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela, though a number of other oil-producing countries, including Nigeria, now belong to it. The OPEC headquarters was at first in Geneva, but it moved to Vienna in 1965.

Although the OPEC's best-known function is setting the selling price of oil among its members, in fact its activities are wider. It also seeks to co-ordinate the general petroleum policies of its members and to provide them with technical and economic aid.

The OPEC's decision to raise oil prices by 70% in 1973, and further substantial price increases in 1975, 1977, 1979 and 1980, increased the price of oil from US$ 3 per barrel in 1973 to US$ 30 per barrel in 1980.

These decisions were partly economic – the price of oil had been artificially low – and partly political, i.e. to punish the West for its support of Israel. However, some part of the enormous additional revenues earned by OPEC countries did find their way into the Third World through the agency of the OPEC Fund for International Development, set up in 1976. Huge sums were also invested in the industrialized world, chiefly the USA, Japan and West Germany.

The OPEC measures were, however, in the long run self-defeating, and by the 1980s OPEC-led price fluctuations were becoming of less and less significance. The industrial world had decreased its dependence on oil by an increased awareness of energy conservation, by improvements in combustion technology, by turning to alternative energy sources such as coal, gas and nuclear energy, by developing domestic oil resources and by buying their oil from non-OPEC nations such as Britain, Mexico and the Soviet Union.

Oxon *Oxoniensis* of Oxford University

oz ounce, former British measure of weight now abandoned in favour of metric measure. An ounce is 28.35 g.

P P P

PA	1. Personal Assistant 2. Press Association
PAYE	Pay As You Earn
PC	1. (GB) Police Constable 2. (GB) Privy Council 3. (US) Peace Corps
pd	paid
PDSA	People's Dispensary for Sick Animals
PE	Physical Education
PG	paying guest
PhD	Doctor of Philosophy
pkt	packet
PM	Prime Minister
PO	1. Post Office 2. Postal Order
PO Box	Post Office Box
POE	port of entry
PoW	Prisoner of War
pp	pages
p p	*per procurationem* on behalf of (placed immediately in front of person signed for)
PPS	*post postscriptum* additional postscript at end of letter or legal document
pr	1. pair 2. price
PR	Public Relations
Pres	President
PRO	1. (GB) Public Records Office 2. Public Relations Officer
pro	professional (*not* "profi")
pro tem	*pro tempore* for the time being, temporary
Prot	Protestant
Prov	Province
Provo	See IRA
PS	*postscriptum* note after signature at end of letter or legal document
PST	(US) Pacific Standard Time
pt	1. part 2. payment 3. pint 4. point
PT	Physical Training
PTA	Parent-Teacher Association
Pte	(GB) private soldier
PTO	Please Turn Over
Pty	Proprietary
Pvt	(US) private soldier
pw	per week
PX	post exchange (shop on US military base for use of military personnel and their families)

Q Q Q

QC	Queen's Counsel
QED	*quod erat demonstrandum* which had to be proved
qt	quart (= two pints)
on the q-t	on the quiet (= secretly)
qv	*quod vide* which may be referred to

R R R

R	1. Regina (ER = Elizabeth Regina) 2. Rex (CR = Carolus Rex) 3. River 4. Royal (RM = Royal Mail, Royal Marines, RN = Royal Navy)
RA	1. Royal Academy 2. Royal Academician
RADA	Royal Academy of Dramatic Art
RAF	Royal Air Force
RAM	Royal Academy of Music
RC	1. Red Cross 2. Roman Catholic
recd	received
Rep	1. Repertory (theatre company that travels from town to town presenting plays in its repertory) 2. (US) Republican
resp	respectively
retd	retired
Revd	Reverend
rh	right hand
rhs	right hand side
RIP	*requiescat/-ant in pace* may she/he/they rest in peace
rly	railway
RM	Royal Marines
RN	Royal Navy
RSM	1. Regimental Sergeant Major 2. Royal School of Music
RSVP	*repondez s'il vous plait* please reply
RSPCA	Royal Society for the Prevention of Cruelty to Animals
Rt Hon	Right Honourable
Rt Rev	Right Reverend
RU	Rugby Union

S S S

SA	1. Salvation Army (*Heilsarmee*) 2. South Africa (also RSA, Republic of ...)

◆ The Salvation Army was founded by a Methodist minister, William Booth, in Whitechapel in the East End of London in 1865. In the awful conditions of the 19th century slums, Booth perceived the Christian mission as being not only one of preaching the Gospel but also as a war against human degradation caused by poverty. To Booth, all human beings are equal and "good"; vice, brutality, ignorance, violence and crime are the results of poverty and degradation, not their cause. For this reason, the SA was organized from the outset on military lines, although the organisation itself is politically pacifist. To make the Gospel more accessible, services are characterized by tuneful hymns and simple and vivid, everyday language and the congregation are directly involved in all that goes on. The organ is often replaced by a brass band or, today, a rhythm group. To fight poverty, the root of all evil, the SA set up welfare hostels, hospitals and schools.

The SA quickly established itself and gained the confidence of the poor. In the rhyming slang of London's East End it became known as the "Sally Ann". Today, the SA is established in over 80 countries and teaches the Gospel in 112 languages from 16,000 centres. It operates more than 3,000 social and educational institutions throughout the world. It is entirely dependent for its work on voluntary contributions.

sae stamped addressed envelope

SALT Strategic Arms Limitation Talks

◆ The first SALT agreements, known as SALT I and SALT II, intended to reduce or freeze the manufacture and deployment of larger intercontinental ballistic missiles, were signed by the Soviet Union (SU) and the USA in 1972 and 1979 respectively. The SALT talks were the initiative of President Lyndon Johnson in 1967, and were agreed to in principle by the SU in the early summer of 1968. Progress was held up, however, by the Soviet invasion of Czechoslovakia in August 1968, and substantive talks did not actually begin until April 1970. During the presidential campaign of 1980, Ronald Reagan criticized SALT II as being ineffective and against US security interests, and asked for its renegotiation. Fresh talks, renamed START for Strategic Arms Reduction Talks began in Geneva on 29 June 1982.

The fast pace of peace negotiations under President Michael Gorbachev and the democratisation process in East Europe have made traditional disarmament negotiations of the SALT/START kind largely redundant.

SAYE Save As You Earn

sc *scilicet* namely

s/c self-contained

SDI Strategic Defense Initiative

◆ SDI is a US technical and military programme designed to protect the USA from long range nuclear attack by the Soviet Union (SU). It was first proposed by President Ronald Reagan in a national TV broadcast to the American people on 23 March 1983.

The basic idea behind SDI is to intercept Soviet intercontinental ballistic missiles (ICBMs) in flight and destroy them before they reach their target. Because the seek and find equipment needed for this ambitious plan would have to be situated high above the earth's surface in space, SDI got the nickname "Star Wars" after the popular science fiction film of that name.

President Reagan argued that he could only agree to reductions in short and medium range nuclear weapons on the condition that the USA had the security of SDI. The huge cost of SDI together with its untried technology made it controversial in the USA from the start, and Congress only agreed to release part of the funds President Reagan asked for. Luckily, the peace initiatives of President Michael Gorbachev of the SU and the democratisation process in East Europe have combined to make SDI largely an irrelevance.

sec 1. secondary (school) 2. secretary

Sen 1. (US) Senate 2. (US) Senator 3. (GB/US) Senior

SEN State Enrolled Nurse

SF science fiction

sgd signed

Sgt Sergeant

SHAPE Supreme Headquarters of Allied Powers in Europe

◆ SHAPE was set up in Brussels in 1945 to direct and coordinate allied activities on the continent of Europe, i.e. in Germany. It is still nominally in existence because of the allied presence in West Berlin. The remainder of the former SHAPE facility in Brussels has been taken

over by NATO. SHAPE, like numerous other hangovers from the second world war, will doubtless cease to have any meaning after the reunification of Germany.

Sol	Solicitor (See Barr)
sp	1. special 2. spelling
Sr	Sister (nurse)
SRN	State Registered Nurse
SS	Steamship
START	Strategic Arms Reduction Talks. See SALT above.
STD	Subscriber Trunk Dialling
Supt	Superintendant

T T T

TB	tuberculosis
tech	technical college
terr	1. terrace 2. territory (also shortened to ter)
TKO	technical knock-out
TNT	*tri-nitro-toluene* high explosive often used as measure of destructive power
trans	translated
TU	Trade Union
TUC	(GB) Trades Union Congress (*not* Trade ...)

◆Founded in 1868, the TUC's activities were at first limited to the holding of occasional public forums to debate matters of interest to its members such as wages and working hours. Those in power hoped that by making the TUC a mere "debating club", it would never pose any real threat to owners and managers. However, the TUC slowly built up a permanent staff of full-time administrators and researchers, and in days of difficult communication it quickly established itself as a coordinator of union policy and a clearing house for the ideas and aims of its member unions, all of which were traditional craft unions of skilled artisans.

Then, in 1889, the TUC made the crucially important decision to admit the new, and very much more radical, general unions of unskilled workers. This change of direction led in turn to the setting up of two separate organisations within the TUC, namely the General Federation of Trades Unions (1899), which ran a strike fund, and the Labour Representation Committee (LRC) of 1900, which became responsible for pushing TUC views at a political and PR level. In 1906, the LRC was formally renamed the Labour Party.

At first, the new party simply sponsored the activities of pro-labour members of the Liberal Party. It did not put up candidates in its own right. In 1918, however, the Labour Party abandoned this policy of just sponsoring the activities of others, and turned itself into a full political party with its own "direct candidates". The TUC, fed up with the luke warm support of sponsored Liberals once they got into Parliament, was instrumental in forcing through this change. One result of this decision was the demise of the Liberal Party, which has never regained its old influence.

U U U

U 1. Upper (UVI = Upper Sixth) 2. upper class (= fashionable, polite, accepted practice, U and non-U)

UDI unilateral declaration of independence

◆ Talks aimed at granting the British colony of Rhodesia independence always failed because the white minority in the country was not willing to agree to British demands for the immediate political enfranchisement of the black majority as a condition of independence. The whites were willing to agree to enfranchisement in principle (we are not talking here of *apartheid*), but only after an unspecified preparatory period. The decision as to precisely when the blacks could play a full and equal role in the running of their country would be left up to the white minority to decide. After a number of fruitless rounds of talks with Harold Wilson's Labour administration throughout the early 60s, the prime minister of Rhodesia, Mr Ian Smith, declared independence unilaterally in 1965 (UDI). This sparked off an economic blockade of Rhodesia by Britain – which largely failed owing to South African support for the illegal white régime – and a civil war between the whites and black guerillas operating out of Zambia and Mozambique. The blacks, who had the advantage of the support of the majority of the population, were militarily successful and the whites finally agreed to multi-racial elections under the supervision of the British in 1980. Robert Mugabe of the ZANU (Zimbabwe African National Union) party won a landslide victory and became the first president of the newly named Republic of Zimbabwe.

UFO unidentified flying object

UHF ultra high frequency (radio)

UNCTAD United Nations Conference on Trade and Development

UNESCO United Nations Educational, Scientific and Cultural Organisation

UNICEF United Nations Children's Fund

UNRWA United Nations Reflief and Works Agency

USAF United States Air Force

USAAF United States Army Air Force

USN United States Navy

USS United States Ship

USSR Union of Soviet Socialist Republics

V V V

V&A Victoria and Albert Museum

vac vacation

VAT Value Added Tax

VC 1. Vice Chairman 2. Vice Chancellor 3. Vice Consul 4. Victoria Cross, highest British award for bravery under arms

VD venereal disease

VE Day Victory in Europe Day (8 May 1945)

Ven Venerable

VHF Very High Frequency (radio waves)

VIP Very Important Person

viz *videlicet* namely

VP, VPres (US) Vice-President
vs *versus* against
VS (US) Veterinary Surgeon
VSO (GB) Voluntary Service Overseas

W W W

WASP White Anglo-Saxon Protestant
WCC World Council of Churches

◆ The WCC was established in Amsterdam, where it still has its administrative headquarters, in 1948 as a multi-confessional forum for all Churches "which accept Jesus Christ our Lord as God and Saviour". The WCC itself is not a church, and does not interfer in the internal affairs of its members. It is, rather, a meeting place and clearing house for ideas, though it has also developed an important co-ordinating role, especially on specific issues such as *apartheid*. All the important Protestant and Eastern Orthodox churches are members. The Roman Catholic church did not join, objecting to the WCC's liberal views on issues such as family planning and cultural pluralism within the Christian community.
The WCC is politically and diplomatically active, particularly on behalf of the Third World. It has been accused of political and social radicalism and "irresponsibility" by conservative elements in the industrialized world, but the WCC's moral authority is beyond dispute.

WI 1. West Indies 2. Women's Institute
WLM women's liberation movement
wpb waste paper basket (= abgelehnt)
wpm words per minute
WRAC Women's Royal Army Corps
WRAF Women's Royal Air Force
WRNS Women's Royal Navy Service (called "the Wrens")
wt weight

X X X

Xmas Christmas

◆ Short form of Christmas used in the English-speaking world, particularly on cards and Christmas decorations of all kinds. Its derivation is disputed. The most popular theory is that "X" is the first letter of Christ's name in Greek, and was often used as an abbreviation for it. The other, less likely, theory claims that it was used by an extreme Protestant sect that was so pious that its members were not allowed to speak the name Christ out loud. Take your choice.

Y Y Y

Y Yen (Japanese currency)
YHA Youth Hostels Association
YMCA Young Men's Christian Association

◆ The YMCA is really the equivalent of the German *Kolpingfamilie*, although it is also to be found in Germany as the CVJM.

The YMCA, a nonsectarian and nonpolitical organisation, was founded by George Williams, a draper, and 12 other young men in London in 1844. Its original aim was to provide a meeting place and wholesome activities, including educational ones, for the "spiritual improvement of young men in the drapery and other trades". The basic idea behind the club was that social isolation and friendlessness could soon lead young men astray. The YMCA was popular from the start and in 1847 it opened its first lodging house for young men away from home. Here, young men were offered cheap accommodation and wholesome food in friendly and supportive surroundings. The YMCA quickly spread throughout the English-speaking world, reaching Australia in 1850 and Canada in 1851. From there, it spread to the USA where the organisation did much to help immigrants find their feet. During the Civil War (1861-1865), the YMCA began looking after the free time interests of soldiers and prisoners of war on both sides. This side of its activities was much called upon during the wars of the 20th century. Today, the YMCA has over four million members worldwide and hostels in all bigger towns throught the Anglo-Saxon world and beyond. Particularly in the USA, which in terms of size and the range of its activities is by far the largest and richest national organisation, the YMCA also runs schools and even degree-granting institutions of higher education.

The headquarters of the World Alliance of YMCSs, set up in 1855, is in Geneva.

YMCA hostels are now open to women and families as well.

yuppy young upwardly-mobile professional person

YWCA Young Women's Christian Association

◆ In spite of its name, the YWCA, founded in London in 1855 to look after the "physical, social, intellectual, moral and spiritual interests of young women" is completely independent of the YMCA (see YMCA above). Whereas the YMCA from the beginning played an important "fun role" in the lives of its members, offering them sporting and other free time activities as well as improving studies, the aims of the YWCA were from the outset weightier. Basically, the YWCA sought to provide young women with a safe and cheap place to live where they were free from sexual harassment and exploitation.

Z Z Z

ZANU Zimbabwe African National Union (See UDI)

ZAPU Zimbabwe African People's Union

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